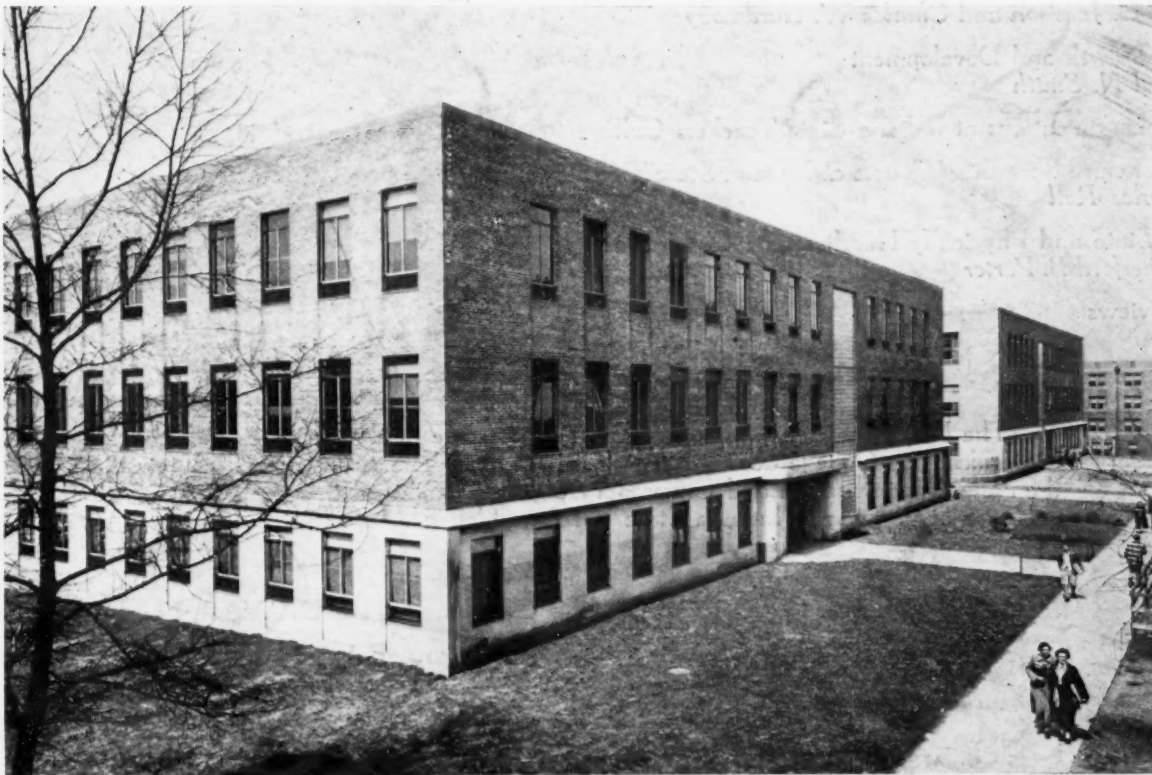


5 *The Teachers College*

# JOURNAL



VOLUME XXI

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NUMBER 6

INDIANA STATE TEACHERS COLLEGE

TERRE HAUTE, INDIANA

# THE TEACHERS COLLEGE JOURNAL

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### THE MAY-JUNE COVER

The May-June issue is a progress report of some of the activities at Indiana State Teachers College during the past school year. The cover depicts a view of the New Administration and Classroom Buildings completed this year—a tangible evidence of progress at Indiana State Teachers College.

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# Progress of the Teachers College

The cause of teacher education has had a hard fight. About the turn of the century professors in liberal arts colleges and universities did not look upon the work being done by the old state normals or teachers colleges as of standard quality. That viewpoint was partially justified as applied to some of the weaker

teacher training institutions of that day. It was definitely not a justifiable viewpoint with reference to a considerable number of such institutions that did a high quality of work from the very first day of the opening of their doors. Before the early years of the nineteenth century when the state normals began to appear it was rather general-

ly held that the method of teaching a subject was to be found in the logic of the subject. The error of this idea lay in the fact that it did not consider either the needs of the child or society. At the other extreme many of the young normal schools made the mistake of placing too much emphasis upon technique of teaching, specific methods, or devices, at the expense of the knowledge of subject matter. In the last half of the nineteenth century the state normals emphasized the fact that a mastery of subject matter is important but that the knowledge of subject matter could not of itself enable a teacher to present it effectively.

This ideal ushered in better teachers colleges that gained the respect of open-minded teachers and college

faculty members in all types of institutions. A large percentage of the state teachers colleges of today have first rate physical facilities and as well trained faculties as any other higher education institutions. Furthermore, they surpass most other colleges and universities in the quality

The Teachers College Journal seeks to present competent discussions of professional problems in education, and toward this end restricts its contributing personnel to those of training and experience in the field. The Journal does not engage in re-publication practice, in the belief that previously published material, however creditable, has already been made available to the professional public through its original publication.

Manuscripts concerned with controversial issues are welcomed, with the express understanding that all such issues are published without editorial bias or discrimination.

Articles are presented on the authority of their writers, and do not necessarily commit the Journal to points of view so expressed. At all times, the Journal reserves the right to refuse publication if in the opinion of the Editorial Board an author has violated standards of professional ethics or journalistic presentation.

of the student teaching and laboratory experiences provided for their prospective teachers.

At the beginning of the twentieth century, educational psychology and educational sociology helped prospective teachers to "pinpoint" their teaching toward the needs and changing development of the child and society. The frontier teachers in teacher education today agree that a prospective teacher must have a good general education and an adequate knowledge of the subject matter that he is going to teach. They are very certain, also, that an effective teacher must have an extensive knowledge of how a child grows, develops and learns. Furthermore, it is not enough that the prospective teacher know, but it is quite necessary that he be able to

integrate the knowledge of subject matter and professional education into efficient teaching practices. The realization of this concept demands varied laboratory experiences in curricular and extra-curricular activities in various natural teaching situations. In other words, it means ultimately adequate internship.

A medical school that does not have adequate provision for internship for its prospective doctors does not command the respect either of the medical profession or the public. It is just as true that any college or university engaged in teacher education cannot command the respect of the teaching profession or the public generally except for a well rounded internship of laboratory experiences.

Since no one has the final answer on teacher education, an experimental factor must be emphasized in a first rate teacher education program. During the past few years considerable progress has been made under the leadership of Dr. Lindsey, Dr. Sharpe, Dr. Tanruther, Dr. Westfall and many other members of the staff working with them. Sufficient progress has been made to encourage us in the belief that our institution is engaged in an experiment that bids fair to make a notable contribution to the cause of teacher education. In this issue, we present a report of progress made at Indiana State Teachers College during the past school year.

RALPH N. TIREY  
President

# The Coordinator of Professional Education

Margaret Lindsey

Coordinator of Professional Education  
Indiana State Teachers College  
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One of the problems in education at all levels is the coordination of various aspects of a program into an integrated whole. This problem is particularly difficult in institutions of higher learning where the central purpose is that of educating teachers for the public schools of a state or nation, for in such institutions it is peculiarly important that all aspects of a program contribute positively to the total education of persons planning to enter the given profession.



enter the given profession.

Since the teachers colleges in the United States have, over the past fifty years, aped the liberal arts college, there have arisen within institutions of teacher education strong barriers between so-called academic departments and professional departments. Further, the typical laboratory center for teacher preparation, the laboratory school, has undergone a series of events in educational history which has caused that center to lose its original importance and favor in many teachers colleges. This can be seen in the struggle of personnel in such schools to maintain and improve their status as members of a teachers college staff. It is only recently that teacher educators have begun to take steps to clear the air of undesirable feeling and administrative policies which have deterred effective coordination of the entire teacher-preparing program.

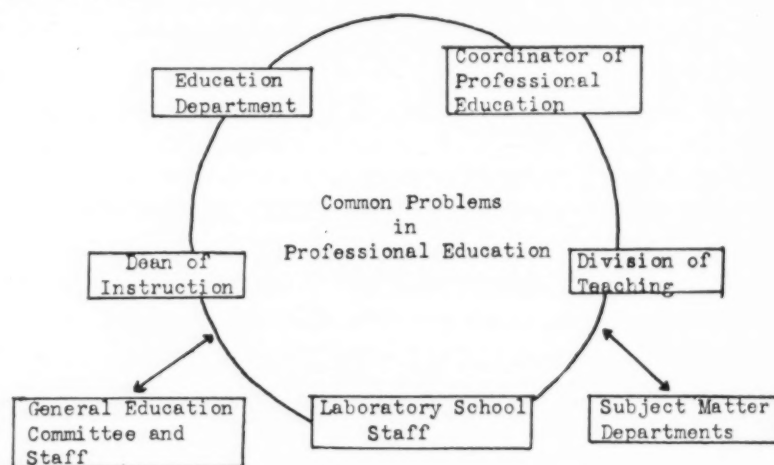
The personnel of Indiana State Teachers College, cognizant of the

importance of coordinating all parts of the program, created a position for a full-time person with this responsibility—a coordinator of professional education. In the following pages of this article the process of improving the integration in the program is described briefly. Certain aspects of the total curriculum offerings are treated in detail in later sections of this report. The purpose here is to deal with the general coordination of curriculum offerings in professional education.

Structure and Personnel

Perhaps it would be well to look first at the personnel involved in the study and improvement of the coordination of professional education. The coordinator is a college member without administrative responsibility of authority. The person is assigned the task of working with all staff people concerned with the professional preparation of teachers and of serving as the liaison agent among various individuals and groups. While it is true that all members of a teachers college staff contribute directly to the professional education program, yet for

purposes of defining responsibilities the college staff is conceived to have three groups: (1) those with major responsibility for the general education of teachers; (2) those with major responsibility for the subject matter preparation; and (3) those with major responsibility for the more direct professional preparation. Staff members in the third group make up the core personnel involved in the program of coordination. It is very obvious, however, that members of the other two groups are engaged in activities which are inherent parts of the professional preparation of teachers and therefore, must be a part of any and all steps taken in an effort to coordinate the program. Diagrammatically, the structural organization of personnel working on the integration of the program might be presented thus:



Problems of professional education are more directly the concern of those staff members indicated in the circle—members of the Education Department, the Division of Teaching, and the Laboratory School staff. Since the Dean of Instruction has the responsibility for the coordination of the entire college program, he serves this group as a group member and also as their "change agent" in the administration. The coordinator similarly serves as a group member with responsibility for leadership and for facilitating cooperative study and action by individuals and groups involved in the solution of any given problem. In those instances where

problem analysis and solution impinge upon the general education and subject matter program, representatives of these groups become important members of the circle.

#### *Study of the Professional Education Program is Initiated*

After careful study of the entire teacher education program of the institution, it was decided to initiate the program of coordination improvement with the Laboratory School staff. Accordingly, early in the fall of 1948, that group began a cooperative study of problems of immediate concern to them in the operation of the Laboratory School. Very soon this study involved all members of the Division of Teaching, since the student teaching program was the root of many apparent concerns of staff members. Likewise, the Education Department entered into this study early since the Laboratory School was the center of much activity in education courses. These three groups—the Laboratory School staff, members of the Division of Teaching, and members of the Education Department devoted one year to careful study of problems which they defined as important in the improvement of the professional education of prospective teachers.

Special problems considered by this cooperative group were: What should be the purposes and functions of a Laboratory School in the total teacher education program? What should be the administrative structure to facilitate adequate accomplishment of these purposes? How can we provide for more and better pre-student teaching experiences for college students? How can we improve the student teaching program in our school and in the college as a whole? What should be the program of counseling for prospective teachers? How can we make this school a desirable laboratory of learning for both children and college students?

#### *A Professional Education Committee Is Formed*

At the close of that academic year

it was recommended to the administration of the college that a professional education committee be organized. Basis for this recommendation was in the fact that during the first year of study it became increasingly apparent that the total college staff needed to be concerned and to contribute if the program was to be more closely integrated. Such a committee was organized to include representation from every aspect of the total teacher education program: administration, personnel and guidance, placement, general education, subject matter preparation, and professional education.

This committee considers all problems in professional education which demand the cooperation of the total staff. It suggests studies to be made and discusses progress reports, making further recommendations for gathering of data and planning steps in implementation. This body serves as the sounding board for the college staff on matters pertaining to policy and revision of curricula. Final recommendations for experimentation and revision, once accepted by this committee, are then presented to the administration or to the entire staff for rejection or acceptance.

To illustrate the way this committee functions in coordinating the total program, steps taken in the revision of student teaching are presented:

1. A recommendation that the student teaching program needed to be studied was presented to this group as a result of the work of a study group of the Laboratory School and Division of Teaching the preceeding year.

2. There followed lengthy discussion of current trends in student teaching, of theory underlying these trends, and of policies accepted by this college.

3. A sub-committee, chaired by the Director of the Division of Teaching, was delegated the responsibility of continuing the study with those persons involved, and bringing back to the professional education committee a recommendation for revision in the student teaching program.

4. This sub-committee worked with Laboratory School staff members, with college students, with members of the Education Department, and

with Departmental Chairmen and developed a report including recommendations for experimentation in student teaching.

5. The professional education committee accepted this report and recommend that it be presented to the entire college staff for consideration since its implication involved considerable adjustment of courses in all departments.

6. The faculty accepted the report, and the persons directly responsible for the student teaching program were asked to proceed with experimentation in a full-time student teaching program.

One year of this experimentation is about to come to an end. Careful evaluation has been made and results will be presented to the professional education committee for further consideration and recommendation. (See, Sharpe and Tanruther articles, pp. 116-118).

This committee is of unusual importance in the coordination of the program. Members of this group serve as the main channels of communication with all parts of the college. Likewise they serve as agents in implementing recommendations as they impinge on the various departments. This group also serves the important function in a democratic program of providing for participation by all members of a staff. With this committee functioning at full power all staff members are not only informed of every step but are also presented with the opportunity and responsibility for contributing to each step in a program of improvement.

#### *Other Groups Emerge as Coordinating Agents*

Within a developmental curriculum program there are numerous instances when a particular problem to be attacked demands the cooperative study of several people. At two stages in the process of curriculum change such instances occur with high-frequency. At times, there is need for *preliminary study* before a problem is presented to a larger group for consideration and action. After action has been recommended, there comes

(Continued on page 131)



# The Indiana State Teachers College Plan Of Full-Time Student Teaching On The Secondary Level

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One can not read the literature of teacher education without being struck with the increased attention being given to supervised teaching and other related professional laboratory experiences. Indiana State Teachers College, along



with many other teachers colleges, has been exploring ways of improving the student teaching program. During the present year, the major attention of the supervised teaching staff has been focused on

the development of the full-time student teaching program. The inauguration of full-time teaching in the Fall of 1949 was the outgrowth of three years of intensive study by the college staff under the leadership of the Coordinator of Professional Education.<sup>1</sup> The program was not adopted as an expedient to accommodate increased enrollment. It was introduced because the staff believed it to constitute an improvement in teacher preparation. We were convinced that students needed first hand experiences in the myriad activities the teacher carries on outside the class-

room as well as inside it.<sup>2</sup> We feel that a student should work with boys and girls in study halls, cafeterias, playgrounds, home rooms, and school clubs. We wanted students to become familiar with the work of the principal, the deans and other staff members, with special assignments. We wanted them to see how a school relates its program to the life of the community and to become a part of that school-community.

Finally, we believe that the program, of full-time student teaching in off-campus schools, would be mutually beneficial to the college, the participating schools, to the students and to the education profession. We feel that the education program of Indiana State Teachers College would profit from frequent contacts with the schools of Indiana, and that the public schools might find the college contact stimulating and profitable. Needless to say, the program could not have been inaugurated without the enthusiastic support of the administration, the heads of departments, and the faculty.

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<sup>2</sup>See Flowers, John G., Patterson, Allen D., Stratemeyer, Florence B., and Lindsey, Margaret, *School and Community Laboratory Experiences in Teacher Education*, American Association of Teachers Colleges, The Association, Oneonta, New York, 1948, Chapter IV.

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<sup>1</sup>Lindsey, Margaret, "Report of Professional Education Committee, Indiana State Teachers College, 1949.

While the full-time supervised teaching program is recognized as tentative or experimental, the fundamental purposes, assumptions, and principles upon which it rests are firmly held by those directly concerned with the program. We are fairly certain that we want our students to gain extensive first hand experience in the public schools of the state while they are still under our supervision. We are fairly certain that the special methods courses should be intimately related to this responsible participation. We are fairly certain that students need to live the life of a teacher for the full day without diversionary interests on campus. We are not certain that the plan we are following offers the best means for achieving our purposes. We think it has great potentialities, especially since we expect to continue to modify it as we learn more about the needs of our students and the educational opportunities available in the public schools.

## *The Full-Time Program of Supervised Teaching*

So far as course and credit requirements are concerned, the new full-time program does not differ from the former program. It differs only in the way the courses are organized and scheduled. Under the full-time program, a student so plans his work that he can enroll in supervised teaching and the special methods courses the same quarter, freeing himself from all other requirements. Those students who have two or more teaching fields enroll for two courses in supervised teaching and in two special methods courses for a total of sixteen hours credit. Those students who have only one teaching field enroll for twelve hours of credit in supervised teaching, and four hours credit in methods.

While there is some variation among the programs of different departments, the typical pattern is as follows. The student spends the first two weeks of the quarter on campus in intensive study and preparation

for his teaching. Soon after registration the student visits the school to which he is assigned to learn as much as possible about the nature of his assignment, the pupils with whom he will work, and the instructional material he will be expected to use. He spends as much as four hours per day with each supervisor. While he is planning for a specific school situation in which he will be teaching, he is acquiring many of the insights and concepts formerly developed in the methods courses. The student then spends eight weeks in the cooperating school. He spends the full day at school. He also participates in the afternoon and evening activities of teachers. He is under the joint supervision of the local cooperating supervising teachers and the college departmental supervisors. The last two weeks of the quarter are spent on campus in intensive study of instructional problems especially significant to him.

#### *The Role of the College*

Responsibility for supervising the student teaching and teaching the special methods work is divided among twelve departmental supervisors who devote from one-fourth to three-fourths of their time, depending upon the number of students, to supervised teaching. Their other assignments may include teaching in the Laboratory School or the College. Each of these supervisors is a member of a subject matter department as well as of the Division of Teaching. Each supervisor has had extensive training in the subject matter discipline and some work in professional education.

The Director of Professional Laboratory Experiences devotes most of his time to administering and coordinating the supervised teaching program. His other responsibilities include developing pre-student teaching laboratory experiences and in-service education of supervising teachers.

The guidance and assignment of student teachers, a most important aspect of the program, is the joint re-

sponsibility of the Director and the Departmental Supervisor. Prior to the beginning of the quarter of supervised teaching, each student has at least one interview with the Director of Professional Laboratory Experiences and the Departmental Supervisor of the subjects which he will teach. In selecting the school to which the student will be assigned, primary attention is paid to the quality and variety of experiences which will be available. Every effort is made to match the student to the school. Whenever possible the student is placed in the kind of school with which his contacts have been limited in order to broaden his understanding of the different types of public schools. Students who have graduated from large city schools are frequently placed in township schools and those who had attended small rural schools are assigned to city schools. The staff has adopted the policy that no student shall be assigned to the high school he had attended.

A second important phase of the program is the selection of cooperating schools and supervising teachers. While the Director of Supervised Teaching is responsible for making official agreements, the Departmental Supervisors, and in fact many other members of the college staff assume responsibility for recommending cooperating teachers and schools. The school superintendents and principals share in the selection of cooperating teachers. While we attempt to enlist the help of outstanding schools, we consider two other criteria to be more important. First, are the teachers and administrators enthusiastic about the proposed plan for sharing responsibility for the preparation of teachers? Second, is the school staff interested in studying and improving its own curriculum and its instructional techniques? We feel that such intangibles as morale, enthusiasm and interest in experimentation are more important than size, prestige, or reputation.

We are anxious to enlist the co-

operation of successful teachers who are actively working on improving their teaching. Such teachers, we feel, will provide opportunities for the student teacher to try out his ideas. We feel that supervised teaching is essentially a problem-solving situation. We believe that the chief contribution of supervised teaching is the experience of facing a real teaching situation, analyzing it, acting upon those principles of education which the student understands, and then with the help of the experienced teacher, evaluating the whole process.

Building a common understanding of the purposes we hope to achieve among so many different teachers, widely distributed throughout the state, presents one of our most challenging tasks. We recognize that the supervising teacher sets the tone of student teaching and more than any other person determines the quality of the experience. By considering the whole state, rather than only that area contagious to the campus, our province, the available number of superior supervising teachers is vastly increased. The fact that we are able to search out the best qualified teachers makes the job of training less difficult. At the present time we provide help for cooperating teachers and administrators in five ways. First, the Director and the Departmental Supervisors hold informal personal conferences at the school. Such conferences are especially important when a school is first entering the program. The Departmental Supervisor or the Director is expected to visit each cooperating teacher at least three times each quarter. Second, a bulletin describing the philosophy and purposes of the program, and suggesting specific procedures is given to each person concerned.<sup>3</sup> Third,

(Continued on page 132)

<sup>3</sup>Division of Teaching Bulletin 1950-1951, "The Off-Campus Full Time Supervised Teaching Program, Secondary Level," (Mimeographed) 1950, Indiana State Teachers College.



# Professional Laboratory Experiences for Students in Elementary Education at Indiana State Teachers College

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For the past several years considerable attention has been given to ways of improving the program for the preparation of elementary teachers at Indiana State Teachers College. Special attention has been given to



ways of providing college students who are planning to teach with more opportunities to work with children of elementary school age. Efforts have been made to increase both the number and quality of these contacts.

To this end the Coordinator of Professional Education, staff members in the Department of Education and in the Division of Teaching, Laboratory School teachers, and other faculty members have worked cooperatively. Although we have not yet accomplished all that we hope to achieve, much has been done to improve the program for the preparation of elementary teachers. It is the purpose of this article to describe briefly the program of professional laboratory experiences, with special emphasis on the student teaching program. Some attention will also be given to problems encountered and to recommendations for the improvement of the program.

*A Point of View Relating to Professional Laboratory Experiences*  
In planning a program of profes-

sional laboratory experiences for elementary teachers, staff members were guided by the following newly adopted standards of the American Association of Colleges for Teacher Education.<sup>1</sup>

1. "Professional laboratory experiences should be an integral part of the work of each year of college.

2. The professional program should be designed to afford opportunity for responsible participation in the major areas of the teachers work.

3. Choice of laboratory situation and length of time spent there will vary with individuals. Each experience should be long enough to help the student achieve the purpose for which he entered upon it.

4. Guidance of professional laboratory experiences should be at all times in terms of basic educational principles. Guidance should demonstrate the principles recommended for use in working with children and youth.

5. The development of these experiences should be the joint responsibility of the person directly responsible in the laboratory situation and the college representatives most closely associated with the student's activities in the laboratory situation.

6. There is need for laboratory facilities sufficiently extensive to provide for each student contact with "normal" situations, varied enough to provide contacts with different pu-

<sup>1</sup>American Association of Colleges for Teacher Education, Sub-committee on Professional Laboratory Experiences, *Recommended Standards Governing Professional Laboratory Experiences and Student Teaching and Evaluative Criteria*, The Association, 1949.

pil groups and different curriculum and administrative organizations, and located for student convenience and staff accessibility."

It is recognized by the staff, and the reader may discover that, at present, the program for the preparation of elementary teachers is more nearly in harmony with some of the above standards than with others. As a faculty we subscribe to these principles and we have found them very helpful.

## *Professional Laboratory Experiences Prior to Student Teaching*

In providing professional laboratory experiences for college students preparing to teach, the facilities of the college Laboratory School, the nearby public schools, and the community surrounding the college are utilized. At present most, but not all, of the contacts which the college student makes with children in school situations prior to his student teaching experience occur in the college Laboratory School. In arranging for these professional laboratory experiences in the college Laboratory school the various college instructors work closely with the elementary teachers. At the present time this elementary staff consists of twelve regular elementary teachers, including the kindergarten teacher, a teacher of a nursery school group, a teacher of an ungraded group, and a teacher of a group of physically handicapped children. There are also teachers of art, music, and physical education. The principal and assistant principal, who also have the responsibility for administering the secondary school, cooperate in making the program function. Instructors of college classes and Laboratory School teachers work in close cooperation with the Director of Elementary Laboratory Experiences who is charged with the responsibility of coordinating the program of professional laboratory experiences at the elementary level.

Throughout the four years of the student's college experience he has opportunities for contacts with children in approximately fifteen different



professional and professionalized content courses. Space will not permit a description of all of the many opportunities for contacts with children throughout the four year period of the student's preparation. However, the following will give some indication of the nature of the program.

Several procedures are used in arranging for the prospective teacher to have contacts with children of elementary school age. There is opportunity for some group observation of the work of the Laboratory School. It was decided by a group of faculty members, including the entire Education Department, the Division of Teaching, and representatives from the Laboratory School staff that twenty college students should be the maximum number to observe at any one time, that the college instructor would confer with the Laboratory School teacher before a group observes, and that the Laboratory School instructor whose group is observed should meet with the college teacher after the observation to participate in or lead a discussion of the observation.

There are opportunities for small groups of students to observe the activities of children and individual observations are being made constantly. Many opportunities are provided for college students to participate in the activities of a group of elementary children. Planning by the college instructor and the Laboratory School teacher takes place in advance of this participation, and the student arranges a time for a meeting with the Laboratory School teacher.

A very brief description of some of the laboratory experiences which recently occurred in college classes will give some idea of the program. An illustration will be taken from one professional course in each of the four years.

In a freshmen course in "Orientation in Education" the entire class made a tour of the Laboratory School building. On this tour they met the principal, noted the physical setting, observed children from the nursery school through the twelfth grade at

work and actually stepped into one elementary room to observe briefly a group of children and the setting in which they live and work. Each student in the class was also asked to observe for three hours in the Laboratory School, spending an hour with each of three groups, a primary group, an intermediate grade group, and a junior high school group.

In a sophomore course in "Child Psychology" each college student observed each group from the nursery school through the sixth grade at least once. Each student also made a study of an individual child in either the Laboratory School or in one of the cooperating schools. Those who worked in the Laboratory School met with the Director of Elementary Laboratory Experiences as a group, for orientation, and then individually with the Laboratory School instructor in whose group the child to be studied was located. The college instructor provided the college student with a "Child Study Form" calling for many items of information about the child. This form is left with the Laboratory School teacher at the end of the term and frequently contains information about the child that would otherwise not have been made available. The college student also prepares an extended written report of his study of the child. This report contains such items of information as: description of child, home background, physical development, mental development, social and emotional adjustment, samples of the child's school work, and a report of home visits and personal interviews.

The junior course, "Principles of Teaching", requires that the college student spend one hour each week with a group of children of the age with which he plans to work as a student teacher. Frequently students spend more than the one hour per week with the group. The emphasis in this course is placed on participation. The amount of actual participation varies with the circumstances but many students state that these contacts are among the most valuable

of those experienced during their college preparation.

In a senior course in "The Elementary Curriculum" the student observes, and where conditions permit participates with a view to obtaining all the help possible in the area of curriculum. He looks especially for the initiation, development, and culmination of units, and for the nature and utilization of instructional materials which aid in the administration of the curriculum.

The illustrations of professional laboratory experiences used here are typical of what is done in connection with other professional courses and are not intended to present a complete picture. The staff is constantly working to improve the program.

#### *The Student Teaching Program*

For several years faculty members at Indiana State Teachers College have been working toward the establishment of a full time student teaching program. With the opening of the fall quarter of the 1949-1950 school year, elementary student teachers were given the opportunity to enroll for full time, all day student teaching. In the former program the student teacher engaged in student teaching for a part of each day for at least two quarters. In the new program he engages in student teaching the entire day for one full quarter of twelve weeks. This year has been a period of transition in which some students are enrolled for part time student teaching and take other college courses, while others are enrolled on the full time basis. It has been most gratifying to discover that during the spring quarter almost one hundred percent of the regular elementary students engaged in student teaching are enrolled on the full time basis. This is especially significant in view of the fact that enrollment on the full time basis was not made compulsory for this year.

Elementary student teachers enroll for sixteen quarter hours of credit which is a full load at this institution.

(Continued on page 154)

# Report of an Evaluation and Reorganization Of the Professional Education Curriculum

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Charles W. Hardaway

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Indiana State Teachers College  
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The organization of the professional education curriculum in the teachers college as a part of the training of secondary teachers presents a series of significant problems. What courses to offer, what to include in each course, and the integration of the courses are only a few. It has often been the contention of many people, and perhaps rightly so, that such a curriculum is highly subjective, and as a result, contains excessive repetition and duplication. It is the claim of others that a professional education curriculum is, in a majority of instances, highly theoretical and of little practical value to the student who is preparing for the teaching profession.

With these ideas in mind and with the desire of curriculum improvement uppermost, the Department of Education at Indiana State Teachers College made an appraisal of the professional education curriculum during the school year, 1948-49. A phase of this appraisal was a questionnaire survey of the graduating seniors, in the secondary area, concerning their attitudes toward and opinions of the required courses in professional education. The survey was initiated during the Spring Term, 1949.

A number of limitations to this type of survey are readily apparent. In the first place, a survey of opinions and attitudes is never infallible. Opinions are subject to constant changes and are affected by many undetermined and uncontrollable factors. Second, there is the question of qualification of the respondents. The graduating seniors had nearly completed

their academic training but had no actual experience involving the methods and theories studied in professional education. Were they qualified, then, to make such an evaluation? It is the belief of the writers, however, that the respondents were in a position to appraise their professional education in so far as it correlated and integrated with their methods and practice teaching courses. Also, it is assumed that even though attitudes and opinions are somewhat erratic and subjective, they are important and should not be overlooked in an appraisal of the professional education. Not overlooking these limitations, and others, the survey was completed and is reported herewith:

*Preliminary data.* At the present time students enrolled on a secondary curriculum are required to take five courses in professional education. These are Education 111 (Orientation in Education), Education 220 (General Psychology), Education 311 (Principles of Secondary Education), Education 322 (Educational Psychology), and Education 331 (Principles of Teaching). In addition to the five courses listed, each student is required to take two methods courses, and two courses of practice teaching; however, these courses are not under the direction of the Education Department.

The questionnaire was mailed to 358 seniors who were to complete their education by the end of the Second Summer Term, 1949. Usable replies were received from 124, or 34.6

per cent. In tabulating the data, the writers included only information supplied by students who had completed three or more of the required courses.

## SUMMARY OF THE FINDINGS

*Excessive duplication or repetition.* Item number one covered by the questionnaire was: Do you think there was excessive duplication and repetition in the required courses in professional education? One hundred and fifteen responded to this item. Sixty-six, or 57.4 per cent, stated "No;" 8, or 6.9 per cent said "Yes" but cited no illustration or example of repetition or duplication; and 41, or 35.7 per cent stated "Yes" and indicated an area or areas of duplication. The chief areas of duplication indicated by the students were phases of educational psychology, methods, principles and history of education.

*Practical value of courses.* The respondents were also asked to rank the courses in professional education in the order of practical value. Tabulation revealed that there was no single outstanding course as far as practical value is concerned in relation to the other courses. On the basis of weighted points, General Psychology ranked first, closely followed by Principles of Teaching. However, Principles of Teaching was ranked first by 41, whereas General Psychology received 53 first-place rankings. Principles of Secondary Education ranked 11 points ahead of Educational Psychology, but it was ranked by 14 more persons than was Educational Psychology. The study indicated that all courses with the exception of Orientation in Education have evident elements of practical value.

*Harmony of theory and practice.* A major objective of the survey was to discover whether or not the students believed that the theory stressed in professional education was in harmony with specific methods courses and with practice teaching. Responses were obtained from 117



pupils on this item. Sixty-nine, or 59 per cent replied that theory and practice were in harmony; 8, or 6.8 per cent, stated that the theory did not harmonize with methods and practice but gave no examples of discord; 40, or 34.2 per cent felt that there was a conflict between theory and methods, and cited areas of conflict or difference. The principal sources of disharmony (in the words of respondents) were as follows: "Too much theory not practical;" "No freedom in practice teaching, critic controls methods; you don't teach as you were taught; not permitted to follow principles;" "Theory conflicted with methods and practice;" "Theory too ideal, too general, not applicable, vague, indefinite."

The last question asked in the questionnaire was: Were the professional education courses of value to you in your methods courses and in your practice teaching? Ninety-two replied in the affirmative to this item, and 24 replied that such courses were of no value. The areas in which there was little benefit from the education courses were planning, classroom problems and discipline, and visual aids. The ways or areas in which the education courses were of value as cited by 79 of the 92 replying "yes" to this item were: Planning and presentation of subject matter, Understanding of children and behavior, Background for teaching, Psychology of teaching and learning, Evaluation, Individual differences, Discipline, and Background for understanding problems of pupils.

A final phase of the questionnaire survey was designed to give the respondent an opportunity to present any suggestions which, he felt, would improve the present offering in professional education. The response was excellent on this item, and many splendid and constructive suggestions were offered. The suggestions fell into a few large major categories and will not be presented verbatim herein. The outstanding suggestions for improving the curriculum in professional education were concerned

with requiring more practical work, more observations, and more practice teaching. It was also felt that a closer coordination of methods, theory and practice teaching would be an improvement in the curriculum.

## SUMMARY OF THE SURVEY

The survey revealed many significant points which might well be considered in an overall evaluation of the professional education curriculum.

1. Although approximately 40 per cent of the respondents believed there was excessive duplication and repetition in the required professional education courses and although 54 per cent felt that there was discord between theory and practice, 80 per cent indicated that their professional education was of practical value to them.

2. The chief areas of duplication indicated by the students were phases of educational psychology, methods, principles, and history of education. In the professional training of teachers these areas are extremely important and undoubtedly necessitate considerable stress, and perhaps some repetition and duplication in these areas is quite justifiable.

3. Apparently, there is little belief on the part of the students that there is one outstanding course, but that all contain practical values for the prospective teacher. General psychology, educational psychology, principles of secondary education, and principles of teaching all received rather consistent rankings as far as their practical value was involved. Orientation in Education ranked low in this category, but this is understandable when one views the purpose of the course. It is not designed so much for practical value and application, but is offered to provide the student with a foundation for the subsequent courses in education.

## STEPS TOWARD REORGANIZATION AND REVISION OF CURRICULUM

The Education Department felt

the first task—but one which would take a considerable amount of time for completion—was to reexamine in detail the objectives of the education department. As a result, it was decided that work would be started immediately to set up objectives, decide what experiences would best meet them, and then, possibly, reorganize courses so that all of the work would more directly and more ably meet the students' needs.

As a result, the Education faculty has met for two-hour sessions a number of times throughout the year to discuss the matter of what qualities, abilities, attitudes, and understandings a teacher must have to be of the greatest help to those she teaches. The group has endeavored to be concrete, yet comprehensive, and it has taken them many discussion periods and a considerable amount of small-committee meetings to arrive at the detailed statement of these imperatives for a teacher. Their next task was to discover the experiences which a student should have if he is to develop the characteristics needed. The staff is just now in the process of working out this part of the task and it will not be until next year that they will get to the matter of considering the possible complete remaking of courses in terms of these objectives and experiences.

In the meantime it was felt that whatever else might be done to better the education department's offerings immediately should be started.

The teachers of general psychology and educational psychology met to discuss the subject matter and experiences now included in those courses. As a result of this work, it is believed that any unnecessary overlappings have been eliminated. Similarly the teachers of principles of teaching and of principles of secondary education talked over what was done in these classes and again here agreement was reached in regard to areas where there might be overlapping, and such unnecessary repetition of experiences was eliminated.

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# Human Growth and Development

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In an attempt to integrate the traditional subject matter materials of General Psychology, Child Psychology, Adolescent Psychology and Educational Psychology and at the same time afford valuable experiences in



working with children, Indiana State Teachers College has for the past year been conducting an exploration in the nature of a course called "Human Growth and Development." The word "exploration" is being used rather than "experimentation" because of the fact that present activities are in no manner thought of as being accurate enough to constitute scientific experimentation nor do the persons directing the program feel that they know enough about the problems involved to set up a scientific experiment. This stage of the work will necessarily have to follow the present period of exploration.

With the opening of the Fall Quarter of the school year 1949-50 the machinery for handling the exploration was set into operation. It was agreed that two groups of twenty-five students each, together with two instructors, would compose the personnel of the course for the entire calendar year. A steering committee consisting of the two instructors, head of the department of education, and the coordinator of professional education held periodic meetings and had as its function the guidance of the entire program. This committee had at its disposal the services of

interested staff members as well as resource persons from the community. The first major task of the steering committee was the selection of student personnel. This was done by presenting the program to large groups of sophomore students who were enrolled in psychology courses for the Fall Term. Following presentation of the program the students were given the privilege of asking questions about the program. After providing a period of twenty-four hours for the students to think through the proposal for themselves and to discuss it with their fellow students, they were extended the privilege of volunteering for the course with the understanding that not all would be selected because of the limited number who could be handled by two instructors. Records of all volunteers were compiled and it was learned that about twice as many students had volunteered as could be accommodated. The steering committee then set up criteria of selection which included such things as age, sex, elementary majors, secondary majors, previous courses in education, previous experiences, scholarship standings, etc. With these criteria in mind two sections of 25 students each were then selected with an attempt being made to have the two groups equated as nearly as possible, but at the same time permitting flexibility rather than holding to definite, rigid requirements.

The steering committee then agreed upon two major points. The first of these was an agreement as to the major subject materials that would be included in the course; and the second that the two sections would approach the materials differently. One

section would study all aspects of the child at a given age level and proceed to succeeding levels of maturity until all age levels had been studied. The other section would study one aspect of the individual, such as emotional life, and study that aspect at all levels of maturity before considering a second. While it is recognized that it is difficult to make the above approaches exactly as indicated, however an attempt has been made to stay with these approaches in general.

Starting with the very first class meeting the students have had a large part in building the course. They suggest the things they would like to study, bring up problems they have encountered and seek solutions to their own wants and needs. As a result the classes are quite informal. There is much group and individual work, and the students are seeking knowledges which are vital for them. The first problem encountered by the students of both classes was that of printed materials for the course. It was decided by them that there was no one textbook adequate for the course. However, since many of the students preferred to have materials handy for their use at various times it was agreed that each student would purchase three books for his own use and for exchange with other members of the class. Though consultation with the instructors they selected books of leading writers from the entire area of psychology. As a result there were very few cases in which two students had any of the same books. Another solution to the materials problem was the selection of a large group of materials from the library which were on reserve and readily available to everyone. Other materials are available in the library, but have not been placed on reserve. Another problem which was encountered very early was the availability of actual experiences with children in the immediate community. Discussion of this problem led to the development of a long list of possibilities and finally culminated in the formation of a committee of twelve students, six from each

class, which took as its purpose a thorough study of the resources of the community which could provide valuable worthwhile pre-student teaching experiences with children. To work with this committee the services of two interested faculty members were solicited, namely, the director of elementary and secondary student teaching. Through cooperative group planning this committee developed a workable blank on which to collect data valuable to the classes in selection of experiences which they might like to have. These blanks made provisions for the recording of information such as the following: name of organization, location, telephone number, person in charge, types of activities available, most desirable hours for visitation, number, age, and sex of children in attendance, and number of observers who could be accommodated at one time. The community was surveyed and all information typed and filed in the classroom where it was available to students as they needed it.

A selected list of films has been developed largely through the services of the director of visual education and the coordinator of laboratory experiences. These films were used whenever it was thought they had something to contribute to the class, were sometimes shown a second time and were not shown according to a regular schedule.

Very early in the first quarter a student in one section set forth the proposition that it might be well for each person to keep a diary of all that happened. This suggestion led to a discussion of exactly what is involved in the keeping of a diary and the importance of such a record. The group finally decided that it would be wise and helpful if an accurate diary could be kept of all that actually took place within the classroom with references to things that were done outside of the classroom. It was agreed that a class diary would be made with the students taking turns, one student having the responsibility of keeping the diary for two days only and the next

student having a like responsibility for the next two days and so on down the list. The original was kept by the instructor and a carbon was sent to the coordinator of professional education so that additional copies could be made for the steering committee and other interested persons. Starting with the second term of the school year, the students decided that they should make a second carbon to be kept in the classroom for reference by the students any time desired. Since the diary is an informal student record it is not available for publication even though it is quite revealing. However, the following quotation is lifted from the diary of November 22, 1949, and illustrates what was happening on one particular day: "Class began with a discussion of methods of studying children. The methods suggested by the class members were as follows: anecdotal records, biographical records, child study, rating scales, classroom visitations and time samples." It might be added that the meat from the above quotation provided discussion topics for several days to follow, enriched by considerable reading matter and actual experience with some of the suggested methods.

The discussion of rating scales promoted considerable research on the topic and culminated in the actual construction of a rating scale. The class divided itself into four groups following the discussion of the topic and the pooling of ideas, and developed a rating scale of its own. This scale is now in mimeographed form and used by the students as they see fit in their work with children either as individuals or groups. Although the scale is far from perfect, it is the work of the student and contains the major items that most experts would consider important in the study of a child. From this same study there evolved the individual child study part of the program. This too called for much research and considerable discussion of the problems involved. The class decided that it would like for each student to study one child intensively for a period of three

months or more and would like to keep a record of some type. This again led to a pooling of ideas with the result that committees were formed and reports were made to the class setting forth the specific things that must go into a child study. This was handled in a manner that allowed flexibility in order to meet the needs of the students. Since these activities necessitated work with children in the Laboratory School details for procedure were worked out in a joint meeting of both college classes, the Laboratory School Staff and the steering committee. Later in the year a second joint meeting was held in order to discuss the problems which had been encountered, to seek possible solutions to the problems, and to provide answers to questions aroused within the students as a result of their experiences.

In order to show that available resources were used it should be pointed out that a group of intelligent and educated parents formed a panel and discussed the problems of "Child Behavior in the Home," just at the time that the college class was looking into the problem. In another instance, when the topic of "Play" was being opened by the class, a specialist from the women's physical education department was brought in to open the discussion. When the students brought up the problem of handling exceptional children a staff member of the Special Education Clinic was brought in to lead the discussion and a trip was made by the class to the clinic to see some of the work that is done by that part of the college. Pre-school children were brought to the classroom for study and observation and the classes visited in the homes of children to see them in their normal environments. One full day was spent in visiting the schools of a neighboring town in order to have additional experiences with children in various learning situations.

In an attempt to point up a little more fully just what was done in the way of actual contacts with children  
(Continued on page 136)

# Basic Communications at Indiana State Teachers College<sup>1</sup>

The exploratory course in Basic Communications at Indiana State Teachers College may be an example of Alexander Pope's

Be not the first by whom the new are tried.

Nor yet the last to lay the old aside.

The idea of fusing the instruction on writing and speaking (frequently including reading and the art of listening) into one continuous course has been a matter of experiment in several progressive institutions of college grade in the country during the last decade. Communication courses at such institutions as the University of Minnesota, Michigan State College and Florida State College are examples of programs that have received acceptance at their home institutions and have had their influence on instruction at other places. These and other communication courses are discussed in a very readable book, *Communication in General Education*.<sup>2</sup>

On the whole, curriculums in communication attempt to provide the students with knowledge and activities which will make them better readers and listeners, better speakers and writers. Since much about how to write well or to speak more effectively is learned by reading the writings of others or listening critically

when others speak, a course which combines instruction in all four of these aspects of communication ought to give the student the best opportunity to improve himself. Alert teaching should be able to point out to the student for the student's improvement the psychological interactions among all phases of communication. Such a course the communications committee at Indiana State Teachers College attempted to construct.

For two years before the present committee began its efforts, committees of varying personnel worked on a communications course at Indiana State Teachers College. A report of the work of the previous committees is no part of the present committee's responsibility, but it can be said summarily that their work furnished evidence to the Administration that the communication movement, as it may be called, probably had something substantial to contribute to the Indiana State Teachers College curriculum, and the present committee was appointed to construct a course that would answer local need as nearly as possible.

It was realized that such an undertaking would be arduous, and each of the four members of the committee, two teachers of Speech and two of English, was relieved of one course in his teaching responsibilities for the first two quarters of the year. The chairman was granted release from one course for an additional quarter. As a part of his remaining teaching load, each member of the committee was scheduled to teach one class in communication, with a student enrollment of twenty-five.

Immediately upon its organization in the Spring of 1949, the committee

began the work of choosing texts, agreeing upon modes of selecting students, and laying down enough instructional plans to get the course off to a firm beginning in the opening of the Fall Quarter, 1949.

## HOW THE COMMITTEE FUNCTIONED

Throughout the year 1949-50 the committee held a regular two-hour weekly meeting and worked cooperatively to construct a course which will take the Indiana State Teachers College freshman from where we find him typically as a reader, writer, listener, and speaker and develop him to the point of collegiate competence in these activities. At each weekly meeting of the committee, each member was given assignments to investigate, invent, or modify some block of instructional material and bring his best efforts back to the committee for criticism, modification, acceptance or refusal. Some examples of such assignments to individual committee members are: researches on spelling, the study and use of the dictionary, panel discussion technique, and effective ways of criticizing students' performances in the interpretation of literature. These specimens show some of the variety of such assignments and something of the size and nature of them. Frequently the individual committee member finally completed the assignment by providing a set of spelling words of suitable scope derived from adequate sources, a mimeographed guide to dictionary study or to panel discussions. Such tangible tools became a part of the communication course's stock of equipment. Where possible the assignments were made to him who was by previous education and experience obviously best able to cope with the work. Where matters new to all were undertaken, such as a brief introduction to the world of non-verbal communication, the responsibility for inventing a two or three day experimental assignment went to the committee member who had had the temerity to mention the idea.

<sup>1</sup>The committee responsible for the development of the Communications Course consisted of Dr. Laban Smith, chairman, Dr. Joseph Schick, Mr. James R. Boyle, and Miss Ruth Butts.

<sup>2</sup>Earl James McGrath, Editor, *Communication in General Education* (Wm. C. Brown, Co., Dubuque, Iowa, 1949).



For the opening of the Fall Quarter the committee had, during the previous spring, agreed upon a curricular unit of some three weeks' duration with which the communication course would start off. Getting to work promptly in the fall with its regular meetings and regular individual assignments, the committee was able to outline roughly the activities for the whole year and begin to construct very early in the year the detailed daily assignments for the Fall Quarter. Many consultations with non-committee members in the Speech and English departments, as well as with the Dean of Instruction, and the committee member's own daily classroom experiences made weighty critical contributions to each decision the committee made. Well before the Fall Quarter ended a syllabus for that quarter was completed and the syllabus for the Winter Quarter begun.

There was a constant attempt to lose no instructional values for the freshmen which other language arts courses in the curriculum had been providing. Such solicitation was probably the committee's greatest hampering burden (though doubtless a healthful one) throughout the first half of the year. At this time conferences with the Dean of Instruction made it clear that we had probably been too solicitous to keep all and add more; for the rest of the year the committee found itself able to work with more freedom and originality.

### SELECTION OF STUDENTS

In selecting one hundred students for the four classes in Communications, it was agreed that the communication course of three quarters in length would fulfill the student's graduation requirement in lieu of the three courses described in the college catalogue. (English 111, Freshman English, with the emphasis on correct written forms; Speech 111, emphasizing the elements of public speaking; and Speech 265, the oral interpretation of literature.

Since the communication course

was to continue throughout the whole freshman year, it was considered wise to eliminate from registration in the course any freshman who might have severe difficulty with language art or any who might find college a less inviting environment than he may have anticipated. To do as much as could be done to provide a stable enrollment in the course, the names of two hundred freshmen who were considered eligible were furnished the Registrar for his guidance in programming. The freshmen of this list stood in the upper half of their high school graduating classes and had shown no specific difficulty with English courses in high school (nor with speech courses, if they had had them). This selection basis was not intended to provide thick cream to the communication course; most students who come to the college are from the upper half of their high school graduating classes, and to select students exclusively from that category would exclude only about 15 per cent of the freshman class.

Those whose names did not appear on the 200-name list were not actually excluded from enrollment in the communication course, however, for the course was listed in the college catalog under both the Speech Department and the English Department offerings and all students were thereby invited to enroll in the course if they desired. There were approximately 10 such voluntary enrollments among the 100 students who started the course, the other 90 being programmed for the course by the Registrar's office in the regular guidance and programming procedures which that office carries out for each freshman class.

At the first regular meeting of the classes, the students were told about the communications course, what major activities it would probably provide, and the three courses for which it would give equivalent credit. Anyone who wished to disenroll was given the opportunity to do so. Since the communication course was to continue through the year, with no sec-

tion repeating any of the work, a special provision had to be made for any who received an F. It was agreed with the Registrar and others in the Administration that the student who failed any quarter's work of communication would be assigned by his instructor to take one of the three courses previously discussed to make up his deficiency. Which of the three courses the student failed would take was determined by which of the three courses most completely represented a fitting prescription for the student's shortages. Since the same students would generally remain with the same teacher, it was further agreed with the Administration that it was possible to use the grade of "deferred credit," sparingly, (instead of F) if the teacher judged the student capable of making up some deficiency as the year went on.

All these considerations were made clear to the students, and they were strongly urged to drop the communications course early in the term and take one of the other three courses if they so desired. Out of the one hundred students, four dropped and followed the series of separate courses; four others took the places thus vacated and the year started with a full complement of 25 students in each of the four classes.

### SELECTION OF INSTRUCTIONAL MATERIALS

The texts selected for the course were for the most part new to this campus.<sup>3</sup> The selection presented in

<sup>3</sup>The dictionary and specific texts were:

Barnhart, Clarence L., ed., *The American College Dictionary*, Harper & Bros., New York, 1948.

Crocker, Lionel and Eich, Louis M., *Oral Reading*, Prentice-Hall, New York, 1947.

Monroe, Alan H., *Speech*, Scott, Foresman Co., New York, 1949.

Summey, George, Jr. and Abbott, John Paul, *A Manual for College English*, Ronald Press, New York, 1947.

Wise, J. Hooper; Cengleten, J. E.; Spivey, Herman, E.; and Morris, Alden C., *The Meaning in Reading*,

at least one instance a new emphasis which the communication committee agreed to give, an emphasis on the teaching of careful, analytical reading for content. Besides the formal texts and the dictionary, certain other instructional materials were used, such as editions of the local newspaper, mimeographed phonetic exercises, spelling lists, standard judging forms to aid in criticizing speeches and oral readings, and outlines of certain procedures (for instance, ways in which to organize and conduct panel discussions).

The students were requested to purchase the dictionary and all texts at the beginning of the fall quarter. This was considered highly desirable, since the program of the course called for a broad introduction into the activities of speaking, reading, and writing. The committee was sensitive that the purchase of so many books at one time might prove a hardship for some students, but actual experience did not show this to be true. Except for the newspapers, there were no further expenditures for books or other printed materials throughout the year.

#### HOW THE CLASS FUNCTIONED

All four classes were kept on the same schedule of instructional offerings. Every stroke of work which the committee agreed to try was carried out in all four classes with careful observation and a cautious estimate of its fitness. The teacher-committee-member watched for signs of success or failure in every unit of work and whenever an instructional plan came near to failure in one classroom, the teacher reported that condition back to the committee. When this work had gone well in the other teachers' classes, the teacher who had had dif-

ficulty frequently learned that certain modes of teaching made the difference between success and failure.

It was the constant putting of its ideas to the trial in the classroom and the opportunity to use that experience in committee that gave the teachers a strong sense of actuality all the time, and this must be considered the main cause of whatever virtue the committee's work may have.

On the whole, all students stayed with the same teacher throughout the year unless they dropped the course or left school. There was some transfer from one section of communication to another at the beginning of the Winter and the Spring Quarters in order to permit students to enroll for courses in other departments when the hours for such courses conflicted with the student's original hour for communication. No such requests for transfer were refused, and the total of such transfers was nine, each student making only one such transfer. Since all four classes followed the same schedule of instructional activities, such transfers caused the students no hardship.

Having the same students for nine months gave all the teachers satisfaction, even that one teacher whose strongest original doubt about the idea of the communication course had been whether or not he could face the same physionomical panorama for nine months and do his best work. Every teacher found that meeting the same students at the beginning of the Winter Quarter gave him a feeling that "now we are getting somewhere." A sense grew that instruction was a matter of analyzing and prescribing for the individual student and for the familiar group as a whole, rather than simply a matter of laying out more subject matter. The students almost without exception liked having the same teacher, too. One student said, "To have the same teacher until I feel he knows me makes me feel more like letting myself make mistakes and then I learn something, instead of just pretending I know."

Aside from the personal increment which, according to their own statements, was obtained by both teachers and students by staying together, there was a certain possible advantage in having the speaker mature as a speaker, the writer mature as a writer, the reader as a reader, and the listener as listener over a period of nine months as against a period of three months.

Not only did the instructors have their experience in teaching the class and observing its function, they also had the direct criticism of the students. The students were encouraged from time to time to compare the educational value of their experiences in communication with the value of their educational experiences elsewhere. They were asked what activities had proved or were proving most valuable, least valuable, or even worthless. Their criticism was discussed by the committee and sometimes acted on.

Let there be no misunderstanding: the students did not "run the classes." Some readers may think that they should have, but they didn't. The committee believed that youth wants guidance and leadership from its elders, and the committee, with all the wisdom and prevision it could bring to bear, furnished this leadership. But the effect upon the students was carefully gauged and the students were made to feel to express to the instructor the value or worthlessness of each instructional maneuver.

Aside from the class contacts with the students, a number of private student-teacher conferences were held, although only one such conference was made mandatory in the program, that being a conference concerning the long term paper, which was a major assignment in the Spring Quarter. The other teacher-student conferences were originated by the student upon the standing invitation of the instructor. As an aide to such conferences, a cumulative file was kept for each student in which all written work (examinations, spelling tests, reading tests, as well as themes) was filed chronologically.

Revised Edition, Harcourt, Brace & Co., New York, 1949.

Wise, J. Hooper; Cengleten, J. E.; Spivey, Herman E.; and Morris, Alden C., *Exercises and Tests for the Meaning in Reading, Revised Edition* Harcourt, Brace & Co., New York, 1949.



## CONTENT OF COMMUNICATION COURSE

*English Mechanics.* Over the period of the whole year, such instruction as was shown to be needed either by the group or by selected individuals was given in the following topics, among others: spelling, clear and correct sentence structure, punctuation (using the dictionary, which could be a life-long reference, as a guide rather than any handbook), clarity of reference to antecedents, eradication of the double negative and similar vulgarisms in both speech and writing, the correct forms and uses of possessive constructions, the art of paragraphing and the habit and skill of proof-reading one's own work. There was year-long study of words to increase both passive and active vocabulary and some study of verse metrics as well as of the most common stanza forms.

*Writing.* The writing instruction began with assignments in gathering sensory data followed by assignments in which these data were used to compose finished themes. Some descriptive writing and one assignment in brief narrative (really anecdotal) writing followed.

A short term paper based upon the activity of gathering recorded data to attempt to prove or disprove some popular contention followed. Letters of application were written and a brief review of the letter forms was given, again using the dictionary section on letter writing for the text, because of its more or less permanent reference value for the students. Later, the students were assigned a paper in which they interviewed adults in the community to gather the necessary data. There was also an assignment in writing up one's impressions from a non-verbal experience. Specifically, a visit to the art gallery was assigned and the student was challenged to put his experience into words. There were several incidental writing assignments which were assigned spontaneously when the need or the good opportunity to make a written record

or report happened to arise. Some of these writing assignments were carried out in class. A long term paper with bibliography and footnotes brought the writing activities to their near-close. For this long term paper, the students were interviewed and guided over a period of some seven weeks in their task of collecting enough data upon an approved subject to make themselves somewhat authoritative on it. The written results were about 5000 words long, in good form, with footnotes, and a bibliography.

*Speaking.* The opportunities to speak were spread over the whole year also. The student's personal appearance before his fellows began in the first week with a brief speech introducing himself to them, and ended with the occasion when, after being introduced as a speaker by one of his classmates, he gave a speech that was informative and entertaining. Between these two activities each student had participated as a panel member in a panel discussion, had given a speech the contents of which were an accurate report of some authoritative and informative article which he had read, and had made one speech wherein the challenge was to convince his audience and another speech in which he was responsible for a clear and worthwhile demonstration of the value or use of some device.

There was also a brief, two-day study of the art of conversation with accompanying activities. Less formally, there were provided many opportunities to recite, to speak from the floor in connection with panel discussions, and to question or criticize other speakers.

*Reading.* The reading instruction was in both oral and silent reading. As an aid to speaking and to writing, as well as for its intrinsic value as an aesthetic experience, every student made appearances before the class to read poetry and prose selections which he had prepared analytically before presentation. In this connection, too, exercises in the correct production

of speech sounds were practiced, and over a short period of time, certain selections from poetry were read with exaggerated articulation of the sounds in order to furnish the student training and exercise for the muscles of his speaking apparatus. It was finally agreed by the committee that for the students as a whole, no great amount of aesthetic appreciation should be expected from the oral reading activity, but that those who showed some talent in oral interpretation should be made aware of the college offerings in Oral Interpretation and Theatre Art.

The emphasis in silent reading was to get the student to improve himself in the careful, accurate acquisition of factual lore. A book of essays with tests for each essay was used to give the students an opportunity to increase their speed and comprehension as silent readers. A few short stories and some poetry were read for their literary value as an introduction to literature, but very little literary study was compounded in the course.

*Listening.* A great deal more should perhaps have been done to instruct in the art of listening. The communication course does not differ from elementary English and Speech courses in the fundamental regard that it, too, deals with the development of techniques in the students rather than with the transmission of subject matter or lore; therefore, there were very few lectures and these were very informal. To supplement these lecture opportunities to educate in listening, some material was read to the students and a test over its content administered. Perhaps, however, the main blow in education in listening was delivered to the student when he was expected to be able to make intelligent comments and ask intelligent questions on the speeches and panel presentations of his fellow students.

## EVALUATION

While the preceding paragraphs  
(Continued on page 136)



# The American Humanities Course At Indiana State Teachers College

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In the issue of *The Teachers College Journal* for May-June, 1949, an article appeared on "An American Humanities Course." It was a plea for a greater emphasis upon the humanities in higher education. The



article elicited much favorable comment. The Dean of a leading teachers college in a neighboring state expressed the hope that the ideas set forth might help "to keep in existence a thin thread of common-sense and realistic understanding that may some day guide educational philosophy back to sound foundations before it is too late."

A course in American Humanities such as was outlined in this article has been offered at the Indiana State Teachers College during the past year. The editor of the *Journal* has asked those responsible for giving this course for an accounting. It has been suggested that there be included the philosophy, objectives, the problems encountered, an evaluation of progress, together with recommendations and conclusions.

It is a well-known fact that pressure from the outside have resulted in the rapid multiplication of courses of all kinds in the college curriculum. As a consequence, there has ceased to be any unity—any common core of knowledge—such as once existed.

Along with this tendency there has been another, namely, that of concentration on a narrow, limited field of knowledge or over-specialization.

These trends have aroused grave concern in institutions of higher learning throughout the country. One of these institutions, a leading state university, was recently subjected to a two year survey by a committee of its own faculty drawn from various departments. The conclusion reached was that this university was doing a very good job in training its students in how to make a living. It was, on the other hand, falling down when it came to the task of helping its students make their lives really worth living. This university is no exception.

Now we do not wish to be misunderstood. Most of us have to earn a living. But this is not enough—life is more than meat and raiment. There has been too much of a disposition to regard those subjects which are not immediately useful in earning a living as impractical and non-essential. Nothing could be farther from the truth. There are aspirations and feelings and longings that the purely practical subjects, no matter how important they may be, cannot satisfy. To neglect these subjects which are sometimes referred to as the humanities—those subjects which free and liberate the mind no matter what one does, is to deprive the individual of the most important part of his education. It is to deprive him of the most priceless things, his common cultural heritage.

Some of the leading technological schools in the country have come to a realization of this fact. The Massachusetts Institute of Technology, for example, has attempted to restore the humanities to their rightful place in the curriculum. They have established a department by that name in this great institution. The engineering school of Yale University, the California Institute of Technology, and the Carnegie Institute of Technology report that their students take as much as twenty-five per cent of their program in the humanities. According to a recent study conducted by the New York Times, by and large, scientific and engineering students want in addition a broad non-technical education.

Courses in the humanities are desperately needed today, perhaps more than ever before. It may well be that the race is between the humanistic studies with their emphasis upon the humane way of life, the eternal values, on the one hand, and death on the other hand; or if not death, at least the end of civilization as we know it.

We do not claim to have completely solved the problem at the Indiana State Teachers College nor to have developed the best course possible. It is too early to give a final answer.

Five departments have been cooperating during this past year in giving the course in American Humanities—Art, History, Literature, Music, and Philosophy.<sup>1</sup> The first term was devoted largely to the cultural background of America, our heritage from England and the continent of Europe, and to the slowly developing colonial culture ending with the year 1789. The second term covered the period from 1879, the beginning of our national period, to the Civil War, 1860. It dealt with the continuing cultural influences from abroad and with ef-

<sup>1</sup>Eugene Dyche, Philosophy; Arthur DeWitt Hill, Music; Sarah King Harvey and Hazel Tesh Pfennig, Literature; June Reynerson, Art; Charles Roll, History.

forts to achieve some measure of cultural independence in America. The third dealt with the period since 1860. It was concerned with the maturing of an American culture with its commendable features and its shortcomings.

No text-book has been used in the work. A course of this character does not lend itself readily to any single book. There is no such comprehensive treatise in existence. The students were required to purchase a volume of readings in American Literature. They were also required to possess a copy of the syllabus, one for each term's work. These syllabi list the topics considered, provide brief outlines, references, and other suggestions for study. In addition to the printed word much use has been made of visual aids and illustrative material. For example, slides on Old Williamsburg were shown in connection with the subject of eighteenth century colonial life. Topics in art such as early portrait painting, the Greek Revival Movement, and the Hudson River School of Landscape Painting were all illustrated by the use of pictures. In music, opportunities were given the students to listen to records of the music of great masters, as well as the more simple music of American folk songs.

The course has demonstrated one thing very well, namely, that different departments in a college can work in harmony, that the boundary lines between them are not hard and fast. There has been cooperation all along the line, without the least friction—in working out the syllabi, in attending the classes, in preparing examinations and in grading papers, so that the work might proceed smoothly.

There are naturally some things which we all hope can be remedied next year. Students taking the work should be at least of Sophomore standing in order to insure a reasonable maturity and some background. Furthermore, it should be understood that three consecutive terms are required when entering upon the course. We have been assured that these mat-

ters will be taken care of by more careful advising during this next year.

The view has been expressed by the head of the music department that it might be better to give less attention to music in the first two terms and more in the last term because of the growing importance of music in America in the period since the Civil War.

There has been no attempt to make the work easy. We have proceeded on the theory that anything which comes too easy does no good, and that it is not worth taking in the first place.

The claim is not made that after having taken the course the students will know as much about art, history, and appreciation as he would gain from a specific course in art. This holds true for music, literature, history, and philosophy. What we do claim is that the student will secure a broader view of our whole cultural pattern, a synthesis of the field of the American Humanities. We are not striving to develop specialists of technicians in any sense of the word in these respective fields. We believe that the student who has attended classes regularly and has sincerely and conscientiously done the required reading, will have obtained a good picture of American cultural history. We believe he will have developed an awareness that he never before possessed.

To select a few things at random: the student will learn that there was a man by the name of Caxton who introduced printing into England, and something of Chaucer's influence on the development of the English language into a national language; that most of our religious groups had their origin in England; that William Purcell was an outstanding English composer of the late seventeenth and early eighteenth centuries; that Isaac Watts was a famous hymn writer of the eighteenth century; that the oratorio, *The Messiah*, was written by Handel in England; that Jonathan Edwards was an eminent minister and philosopher of eighteenth cen-

tury America; that Sir Christopher Wren exerted a great influence over architecture in colonial America. He will learn the names of the oldest American colleges and that they took as their models the colleges of Oxford and Cambridge; that our colonial ancestors possessed a culture which was in some respects superior to that of the present day; he will learn the characteristics of Georgian architecture, and of the period furniture of the seventeenth and eighteenth centuries; Hogarth, Sir Joshua Reynolds, Gainsborough, Benjamin West, John Singleton Copley, Gilbert Stuart, and Charles Willson Peale will mean something to him; such expressions as "the Classical Revival" and "the Romantic Movement" will be not merely empty phrases; he will have heard of Latrobe and Bullfinch, of Thomas Cole and Thomas Moran; he will know something of the founding of the great English Quarterlies, the *Edinburgh* and *Quarterly Reviews*, and of the leading American magazines, of the nineteenth century, *The North American Review*, *Harper's Monthly*, and *The Atlantic*. He will learn the names of the Knickerbocker School of writers and those of the Golden Age of American literature. He will learn something of the circumstances which called forth Emerson's, *The American Scholar*, the *Divinity School Address*, and *English Traits*, and of the writing of Hawthorne's *Moses From an Old Manse*, *The Scarlet Letter*, and *Our Old Home*, and of Thoreau's *Walden*, and Melville's *Moby Dick*. He will learn about the relationship between Irving and Scott, Emerson and Carlyle, Charles Eliot Norton and John Ruskin; of the visits of prominent Englishmen to our shores, Frances Trollope, Charles Dickens, Thackeray and many others. He will be led to see the difference between great music and popular music and folk music of the German influence on the development of music in America. He will have heard of the Adams family and the James family. He will

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# Indiana State and Physically Handicapped Children

Rutherford B. Porter

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A dream has come true, at least in a small way, for some people in Vigo County. For as many years as twenty it has been the hope that public education could reach the physically handicapped children in this area. Some other Indiana cities have had programs for many years and others the size of Terre Haute have recently organized programs for physically handicapped. Development of such a program posed several problems different from regular school planning.

The first question to be answered was who should take the lead in developing a program. Of course, the Terre Haute City Schools were interested and so were the Vigo County schools and the College, although more interested in training teachers than directly educating the handicapped children, certainly should have a stake in the venture because of its Special Education program.

A committee representing the three organizations met in the fall of 1948 and selected a smaller committee to study the problems. These committee members visited the schools for the physically handicapped in cities similar to Terre Haute studying the problems of who, where and how. Literature from various sources was collected and studied. A survey of the eligible physically handicapped was made to determine if the need was real or only imagined. The problem that really stymied development of a program was lack of suitable housing.

The housing for physically handicapped creates more of a problem than for normal children because space must be on a first floor as locomotion is the main problem for some of the children. It must be centrally located in order that children from all areas can come to the school and transportation costs will be at a minimum. The room must be located so toilet and wash room facilities will be accessible and groups of physically normal children will not be jostling the handicapped or encouraging roughness.

It was considered desirable by those concerned that the College, through the Division of Special Education, administer the program and that housing, if possible, be in the Laboratory School building. After nearly a year of investigating and planning, a room which met most of the requirements was selected in the Laboratory School. Only minor remodeling was needed and although the room was smaller than it should have been and although on the first floor was still five steps above ground level it seemed that it could be used.

Letters to the leading teacher training schools in the country and teacher agencies to get the names of eligible interested teachers were disappointing from the standpoint of securing a teacher but encouraging from the standpoint establishing a teacher training program for teachers of the physically handicapped. A qualified and properly certified teacher was finally found.

The problem then turned to selecting children for the class. The children had to be educable, that is, it was not a school for the mentally retarded. It was decided that the class was not for children, although handicapped, who were able to adjust to a regular school program. It was for children who although physically unable to attend regular school could obtain their physicians approval to attend this special school. Two examinations, then, were required. First, the physician must indicate his approval by filling in and signing a medical admissions form. This form by law must be approved by the city health officer. Second, a psychological examination must be made to determine educability. A third factor discovered as necessary was whether the child could be handled in the special class. Some though eligible on the two counts mentioned were so physically handicapped that a teacher could not be expected to give the individual physical attention that would be necessary.

Children were more difficult to locate than was expected from the initial survey. Perhaps the admissions regulations became more fully understood when viewed in terms of a particular child. Many of the children initially referred were seriously mentally retarded and several were still unable physically to leave their home. The Department of Public Welfare, the Public Health Nursing Association and others were helpful to the extend of furnishing lists of handicapped children and even helped to make the initial home visits studying the child in terms of our admissions requirements.

By the middle of January 1950, eight children had been selected, the room had been furnished with adjustable school furniture and taxi transportation had been arranged. At the beginning of the second school semester the class met for the first time and has continued since with good attendance. During the next two months the enrollment had reached



twelve the maximum established for the class.

Of the twelve children nine were boys and three were girls. The ages ranged from six to thirteen and grade levels from one to six. Three were from Vigo County schools and nine from Terre Haute City schools. Six of the children had defective heart conditions, five were cerebral palsied, and one a hemiplegia. Four of the children had never been in school before, six had not been in school for the last two or more years and two had been in school during the year but because of their handicaps had not been able to adjust to it.

The school hours were set from 9:30 a.m. to 2:30 p.m. so the halls of the building would be empty during the arrival and dismissal of these children. This was important because one child was in a wheel chair, one had to be carried, one had to be guided so he would not fall and the others walk slowly because of their heart conditions.

The teacher and the children had to be together for the full school hours so they all carried their lunches. After lunch all the children took a nap or at least rested on cots which had been especially purchased for the children by a service group.

The curriculum for physically handicapped children has the same aims as the curriculum for normal children but since many children have multiple handicaps the problem is more difficult. For example many cerebral palsied children have normal intelligence, but have defective speech and they all have poor motor control. They even have trouble holding a book or turning the pages while work with a pencil is nearly impossible until they are trained to do it. Instruction is largely individual in the basic skills. Considerable attention is given to hand work both as an interesting activity and to develop better motor coordination.

The cost of educating handicapped children of all types is more than for normal children and with physically handicapped it costs more than for

most of the other types of exceptional children. Transportation is nearly as expensive as is instruction but without the transportation there could be no school. The State of Indiana pays the cost in excess of the cost for educating normal children and pays for all the transportation. The school district pays for the room and the school furniture that is the same as for normal children.

There are many and different problems confronting an administrator who organizes a class for physically handicapped. There are a large number of details which cannot be dismissed until they are properly solved. Nevertheless few people will question the worthwhileness of such an undertaking.

## Lindsey . . .

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into sharp focus the need for smaller groups of persons directly concerned with *implementation to carry out action and to evaluate every step made*. Occasionally, also, there are problems that can be completely met by a small group without becoming the concern of the staff as a whole. In such instances, small, informally organized, interest groups have emerged.

Such groups are a powerful force in the coordination of the program. The examples which follow illustrate three types of groups which have emerged and indicate how these groups function as related to the total program.

*A Preliminary Study Group.* An effort to provide more and better pre-student teaching laboratory experiences for college students led to some real problems in the administration of the program. Teachers in the Laboratory School were overloaded with responsibilities for children and college students. Education Department staff members were finding difficulty in organizing experiences for students. Overlapping in experiences, as well as some gaps, were disclosed. There seemed to be some differences in philosophy and objectives among

those persons engaged in guiding these parts of the program. Repeatedly the feeling was expressed that "we should get together to talk-out some of these problems." As a result, plans were made for an interest group to meet to "get things off their chests." This group has remained informal and voluntary. It has considered basic objectives of teacher education and, through extended discussion, arrived at common values for which it stands. Eventually, this group will prepare a report and present some recommendations to the professional education committee for action. The important factor to be noted here is that the *group emerged as a result of concern by interested staff personnel on common problems.*

*An Action Group.* As a result of study by preliminary groups, recommendation to the professional education committee, and action taken by that group, an experimental program of a one-year integrated course in human growth and development was initiated. The actual carrying forward of this experiment has been the responsibility of a small group of staff persons and students. Those directly involved in the experiment have become a coordinating committee for this particular purpose. This committee includes the two instructors of the experimental course, the head of the Education Department, and the coordinator of professional education. Periodically, others have been called upon to join the group. The directors of professional laboratory experiences in elementary and secondary education and members of the Laboratory School staff have participated in planning at one time or another.

For example, at the point in planning when study was being made of the possible facilities of Terre Haute which might be used in the study of children and youth, the directors of professional laboratory experiences joined a staff and student committee to carry forward and report results of a survey of facilities. At another point in the experimental program,

when extensive use was to be made of the elementary school, that entire staff joined in planning for a variety of activities for college students to be carried on in the Laboratory School. Eventually, this group will be responsible for a progress report to the professional education committee, which will then consider next steps in the experimentation. The important characteristic of this particular cooperative group is that it *developed on the basis of a direct need for action as a result of a recommendation by the larger committee.*

*An Immediate Concern Group.* To illustrate the nature of a group which emerges out of a problem demanding immediate action, your attention is called to the present emergency in certifying for teaching in the elementary school many persons who are licensed for secondary school teaching. On our campus, execution of the state program in certifying such persons led to a number of difficulties of urgent nature. Because a few staff members were concerned with the serious nature of these difficulties, a small group got together informally to consider ways and means of providing the best experience possible within the limited time available for this conversion from secondary to elementary certification. This group, again, was *informally organized to meet a specific purpose at a given time.* Recommendations of this group were made to the Registrar and the Dean of Instruction, and on the basis of their acceptance of proposals, a program was set up for the sole purpose of meeting the emergency.

Many other informal groups have operated at various stages in the process of study and revision of the professional education program. Also, much work has been contributed by individuals. Illustrations of how these groups have operated, of some of the studies made, of experimentation carried on, of evaluation of results, and of further recommendations may be found in the following articles of this Journal. It should be realized by the reader, however, that much of the

work done by individuals and groups does not manifest itself clearly in descriptions of the particular aspects of the program isolated for special treatment in these articles. To the careful reader it will be apparent that what seem to be assumptions underlying the experimentation going forward at Indiana State are really the result of intensive study by many people working cooperatively toward common goals.

During three years of extensive work on the professional education program, many areas needing careful study have been defined. Staff time and load have permitted experimentation in only a few such areas. Some recommendations for study and action have been forced into the background and "laid on the table" for this reason. Action on other suggestions from study groups and individuals has been delayed for financial reasons. Other recommendations have not been carried into action due to readiness on the part of staff and students. Still other problems needing consideration have been temporarily lost in the urgency of immediate concerns.

It will be of crucial importance in the future of professional education in this college that all recommendations made by staff groups receive careful and deliberate attention. This will necessitate not less but more effort in cooperative group study.

Recommendations falling in this category, and therefore needing attention in the immediate future, are:

1. Further integration of courses in the Educational Department, particularly at two points: (1) methods courses in elementary education and (2) required courses preceding student teaching for secondary education majors.

2. Increased direct laboratory experience for secondary education majors, prior to full-time student teaching.

3. More adequate guidance of all education majors throughout the four years of preparation, including the development of cumulative records of high and useful quality.

4. Further study of ways and means

for decreasing the load of Laboratory School personnel, and at the same time, maintaining and improving the quality of contribution made by those persons to the total program.

5. Continued efforts toward improving the relationships among all members of the college staff, particularly among subject matter department members, the staff of the Laboratory School, and Education Department members. Indiana State Teachers College is fortunate in the quality of relationships which exist among these groups in general. However, there remain some difficulties in this area which can be completely overcome through continued effort on the part of all concerned.

6. Careful study of the allocation of budgetary funds by the administration to be consistent with avowed purposes of this college.

7. Continued emphasis upon the development of relationships with the public schools of Indiana with regard for mutual benefits in such aspects of the college program as the student teaching, placement, and in-service education.

8. Development of a program of continuous evaluation by students and staff of the college and by the consumers of our product, the public school people in our state.

The staff of Indiana State Teachers College is proud of its cooperative work toward the end of improving the program for prospective teachers. There is every reason to believe that with continued study and experimentation this college can and will fulfill with success its obligation to the children of the State of Indiana by making available to them the best teachers possible.

## Sharpe . . .

(Continued from page 117)

graduate seminars for supervisors of student teaching, carrying four hours of credit, are held on campus during the summer and during the regular school year. Fourth, occasional conferences are held on campus at times when the student teacher can assume all the supervising teacher's responsibility and permit him to spend the day on campus. Fifth, many contacts between the off-campus school and the college are made by mail.



### *Student Participation in Planning the Program.*

The Director and the Departmental Supervisors have used many techniques to bring the students into the planning process. A Student Teacher's Council has been established to facilitate student participation in the supervised teaching program. During the past year this group has been instrumental in planning and conducting six forum discussions and a picnic for supervising teachers. They have been actively engaged in conducting an evaluative study of supervised teaching and in revising the procedures for evaluation of their teaching experience.

Personal conferences and group meetings have been held where students are encouraged to evaluate the program as it is emerging. We are beginning to detect a change in the attitudes held by student teachers. There are fewer questions such as, "How many hours do I have to observe?", "What lesson plans are required?", and "Who determines my grade?" Questions such as the following are becoming more common: "How can I obtain an opportunity to work with a school club?", "Who can help me overcome my tendency to lisp?", "How can I learn more about planning my lessons?" Students in the full-time program, more often than those in the single period program, tend to view their student teaching as an opportunity to appraise their strengths and locate their weaknesses rather than as a requirement to be met. They are taking a more active part in suggesting activities and experiences that will make student teaching more meaningful to them.

### *The Role of the Public School*

The following account of the way the full-time supervised teaching program was administered in one of the forty cooperating schools illustrates what we consider desirable proced-

ures.<sup>4</sup> In a preliminary conference between the Director of Professional Laboratory Experiences, the principal and the superintendent, the purposes and general plan of the program were discussed and agreed upon. Two students were assigned to the school. The principal, in conference with his staff and department chairmen, assigned each student to two supervising teachers.

During the pre-student teaching visit the principal and supervising teachers drew up a schedule for each student, making specific provisions, designating dates, rooms and staff members in charge, for the following activities: Classroom teaching, library supervision, direction of study halls, guidance services, intramural athletics, visual aids department activities, home room supervision, testing program, faculty meetings, core committee meetings, departmental meetings, P.T.A. meetings, Future Teachers of America meetings, and twenty-two extra-curricular club activities. This schedule, together with a brief explanation of the Indiana State supervised teaching plan, and significant data about the student teacher, was duplicated and distributed to each member of the high school staff. During the preliminary visit the students learned from their supervising teachers the nature of the material to be studied, and something about the classes to which they were assigned. They also made arrangements for their lodging for the eight weeks.

During the two weeks of intensive preparation on campus, much use was made of the schedule and information gathered during the preliminary visit. When the students returned to the cooperating school they reported to the principal and to their supervising teachers, and for the following eight weeks were junior members of the staff.

The school day for one of the  
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The school described is Hammond High School, Oliver Rapp, Principal, Lee Caldwell, Superintendent.

students began with a free period for study and lesson planning, followed by a study hall. The third period he observed and taught a senior Physics class. The fourth period was devoted to a home room, followed by lunch in the school cafeteria. The fifth period was devoted to a different activity each week, including work with the testing program, guidance department, committee work, etc. The sixth period he observed and taught Chemistry. The seventh period was spent in observation of other classes, committee work and conferences with the supervising teachers. About two evenings a week were devoted to some school activity.

During the eight weeks of student teaching, the students were visited once by the Director and twice by the Departmental Supervisor. They communicated with the supervisor each week.

Space does not permit the description of the great variety of experiences which the student enjoyed. The following comment aptly summarizes one student's reactions to his experience: "I didn't realize until now the importance of those school activities which go on outside of the classroom. Every student teacher should have the type of experience I had. The students treated me as a teacher and the faculty seemed anxious to make me a better teacher."

Upon their return to campus the two students worked with their Departmental Supervisors evaluating their experience and attempting to overcome weaknesses they had identified.

### *Problems to be Solved*

As was indicated in the introduction of this article, we are not satisfied with the present pattern. While we are pleased with the quality of experiences provided in the full-time program, we recognized many problems which we propose to study. First, we are anxious to provide full-time teaching for every student. During the past year, approximately one-



fourth of the students were able and willing to devote full-time to supervised teaching. Second, the reorganization of the special methods courses to retain the important values of the former courses and at the same time provide competencies for full-time practice teaching presents a real challenge. Third, we are searching for better ways to provide the ever changing corps of supervising teachers in the schools of the state with the understandings, skills and security needed for effective supervision. Fourth, we are concerned with providing more contacts between the Departmental Supervisors, the cooperating teachers and the student teachers. Fifth, we are actively engaged in developing more satisfactorily evaluation procedures.

The factual phrase, "living the life of a teacher," completely fails to convey the excitement and thrill which full-time supervised teaching provides the college student. To learn the background of a problem pupil well enough to understand his behavior, to actually share the school spirit generated by a basketball tournament, to help channel the creative abilities released by a school carnival or review, to participate in a careful study of school policy, to associate with boys and girls, teachers and parents in the halls, the library, the gym, the classroom, and the community, are dynamic experiences. The comments of those who have enjoyed this opportunity encourage us to continue and expand our full-time supervised teaching program.

## Tanruther . . .

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They receive twelve quarter hours credit for student teaching and four quarter hours credit for a seminar which is taught by the Director of Elementary Laboratory Experiences who coordinates the student teaching program. This seminar meets from two to four o'clock two days each week.

This seminar provides an opportunity to aid in the induction of the student teacher, to aid in the interpretation of experiences, and to provide the student teacher an opportunity for continuous evaluation of his own professional growth. Resource people, including Laboratory School staff members, cooperating teachers and principals, instructors of college classes, and school administrators and supervisors are frequently utilized in the seminar. The student has an opportunity to request a specific school and a supervising teacher may request the assignment of a specific student, but the actual assignment is made by the Director of Elementary Laboratory Experiences. Student teachers appear at the school in which they are to work on the first day of the quarter that college classes meet and continue in the situation until the last day of the college quarter, except for the time they are in attendance at the seminar. The major responsibility for supervision of the student teacher rests with the supervising teacher in the Laboratory School or the cooperating teacher in the off-campus school. However, it is done in cooperation with the Director of Elementary Laboratory Experiences, who is available at all times on call by supervising teachers or student teachers.

At the present time elementary student teachers are working in the college Laboratory School, in the Terre Haute city schools, in the West Terre Haute schools, and in the schools of Vigo County. Because the program is new and off-campus supervising teachers have had few recent opportunities to work in the program, because of present staff limitations, and because there are these schools in the immediate vicinity which are willing to cooperate, it seems advisable to utilize schools which are close enough to permit student teachers to return to the campus for the afternoon seminar.

In working with off-campus schools the Director of Elementary Labora-

tory Experiences meets with the supervising teacher and the principal of the elementary school when a new school is selected, to set the stage for the beginning student teacher. The student teacher fills out a "Biographical Data Sheet" and presents it to the supervising teacher when he appears at the school on the first day of the college term.

The cooperating teacher and the elementary school principal cooperate in acquainting the student teacher with the school and community. Early in the quarter the student teacher meets all the regular faculty members in the building and makes a tour of the school plant. He is frequently given an opportunity to observe in the other classrooms in the school. Sometimes he spends time assisting in the principal's office as a means of obtaining a better picture of the whole school. He is encouraged to attend faculty meetings and Parent Teacher Association meetings. He is also encouraged to participate in community activities, assume noon hour and playground duties, and in short, to participate in the major activities in which an elementary teachers engages.

In any professional venture it is important that constant attention be given to the evaluation and improvement of the program. This is true in teacher education, especially in the area of student teaching. The following are some of the ways in which an effort is being made to provide opportunities for the professional growth of those who work with student teachers:

1. Joint meetings of Laboratory School and off-campus elementary supervising teachers.

2. Meetings of Laboratory School and off-campus supervising teachers as separate groups.

3. Summer workshop for supervising teachers. A workshop was held during the summer of 1949 and a second one will be held during the summer of 1950. The mimeographed report of the 1949 workshop has

proved helpful to both new and experienced supervising teachers.<sup>2</sup>

4. Seminar for supervising teachers. A seminar was held on the campus during the fall quarter of the 1949-1950 school year. A similar seminar will probably be arranged during the 1950-1951 school year if there is a need for it.

5. Building conferences. In these conferences the elementary principal and the cooperating teachers meet with the Director of Elementary Laboratory Experiences or some other college representative. Frequently the student teachers in the building also attend.

6. Development of a handbook for the use of supervising teachers and student teachers. At the present time a handbook which will describe the program and contain many suggestions designed to make the program operate more effectively is being developed.

7. Bulletins to supervising teachers at intervals as needed. These bulletins are designed to assist the supervising teacher and student teacher to meet current problems and to assist them in keeping informed of developments that are of concern to them.

#### *Some Recommendations for The Improvement of the Program*

1. There are some who believe that the Laboratory School should be used entirely for professional laboratory experiences other than student teaching, and that provision should be made for student teaching in off-campus schools. It is very difficult to do both well in the same institution. This problem should be studied.

2. The load of Laboratory School teachers should be studied. In the public school, responsibility for a group of children is considered a load, but the Laboratory School teacher

must also teach for many observers, direct the activities of student teachers, hold numerous conferences, serve on committees and engage in many other activities pertinent to his position.

3. It seems desirable to determine a sequence of laboratory experiences prior to student teaching to avoid undesirable duplication and prevent gaps in the students' experience and also to aid in reducing the load on the Laboratory School.

4. Further consideration should be given to the revision of the professional courses in the elementary curriculum with a view to reducing the number of separate courses by merging them and developing integrated courses.

5. Continuous study needs to be given to the program for counselling students. One area in which guidance is especially needed at this time is that of assisting students who are converting from secondary to elementary education. These students need to be informed of the employment situation early in their college experience and need continuous assistance in determining their own qualifications for elementary teaching.

6. The question of whether or not student teaching should continue to be confined to the immediate vicinity of the campus should receive attention. The reasoning involved in the present practice has been set forth earlier in this article. A second possibility would be to develop several off-campus centers within reasonable driving distance of the college so that adequate communication between the centers and the college could be maintained. A third possibility would be to follow the policy employed by some institutions of arranging for student teaching in the student's home community. If either of the latter two procedures is to be followed and, if the present amount of assistance available to student teachers, supervising teachers, and cooperating schools is maintained, ad-

ditional funds for financing the program will be needed.

7. With the increasing number of student teachers enrolled on the regular four year elementary curriculum and the increasing number of those who are converting from the secondary curriculum, there is need for additional staff to effectively operate the elementary student teaching program.

8. Consideration should be given to the development of a more adequate follow-up of graduates in the field, particularly during the first year of teaching.

9. Procedures for continuous evaluation of the entire program for the preparation of elementary teachers should be continued and improved.

### **Jamison-Hardaway . . .**

*(Continued from page 121)*

A course which has been in the curriculum for only two years, Orientation in Education, has been taught by several teachers and although the same text has been used, there have naturally been different techniques and approaches used. Just recently the teachers of this course have met and given consideration to content material and experiences which should receive more emphasis than had been given previously. Also, certain emphases which had been stressed formerly, are now left out.

Aside from the year-long study of objectives and their implementation, the two most important ventures of the Education Department have been (a) an entire revision of the student teaching program in cooperation with the Division of Teaching, and (b) the teaching for the first time of a years course in human growth and development.

The student teaching program is described in another article in this issue of the Journal.

The course in human growth and development has been an attempt to take from the educational, general, child, and adolescent psychology

<sup>2</sup>Indiana State Teachers College, Report of The Workshop for Supervising Teachers Held at Indiana State Teachers College, June 20-July 8, 1949, The College, 1949.



such materials and experiences as would be helpful and to study human development from childhood to adulthood. This is more fully discussed in another article in this issue of the Journal.

A committee of the Education Department has worked through the past year in selecting films for use in connection with the various education courses. This study aims to assure that such teaching aids will be used in courses where they best implement the other materials used. It also saves waste of time and energy of both faculty and students in preventing repetition in the showing of films at different stages in the curriculum.

## Smith . . .

(Continued from page 123)

in connection with the course in Human Growth and Development, it should be said that the following things actually formed a part of the course. The college classes were formed into committees and took over from the school nurse the responsibility for weighing and measuring the children of the elementary division of the Laboratory School once each month for the entire school year. Here the student not only actually got to work with the children, but he saw physical growth over a period of time. This information was recorded on the permanent record cards, giving the college students an opportunity to become familiar with school records. Each student studied an individual child for a period of three full months, devoting as much time as possible to this study. The study was written up in an acceptable form and became a part of the pupil's permanent record. For some ten clock hours each student assisted with recreational or work groups in the community such as YMCA, Boy's Clubs, Sunday School Classes, etc. Provisions were made for actual work in the classroom of preferred grade level for a limited number of hours. School recreational

periods, school clubs, and school library activities were visited and participated in by each student. It is estimated that each student has had first hand contact with children to the extent of ninety or more clock hours during the school year. These ninety hours included only those things which the student did outside of regular classroom activities. The class as a group made numerous observations of groups at work and play but in the main they were observatory rather than participatory activities. Out of consideration of individual abilities and needs and to fit the various programs of the college students there were no hard and fast time regulations regarding the amount of participation for each individual student. This is a problem which was cared for by each student with his individual instructor.

While major evaluation will occur at future dates there has been continuous evaluation through use of group and individual conferences, student opinion and faculty opinion. In this respect there are at least two observations which will likely influence the program for the coming school year. Both the instructors and the students feel that approximately the first quarter of the school year should be used in developing an academic background to serve as a foundation for experiences of the following quarters. The second is to the effect that the instructors and steering committee members should be freed from duties at definite and regular times in order to better plan and coordinate the work of the courses.

At the present time the following evaluation procedures are taking definite form and it is the intent of the steering committee that they will be used:

1. Students will be asked to make an objective and comprehensive evaluation of the course.
2. Instructors will make comprehensive evaluations.
3. One objective test will be developed covering the basic learnings of the course. This test will be ad-

ministered to both groups in order to give a comparative rating on academic achievement.

4. Objective tests used in the traditional courses will be administered to these students and results compared with those of the students in the traditional classes.
5. The films used in the course will be further evaluated by the students, instructors, director of visual education and a graduate student.
6. Purposes of the course will be checked against the diary to determine whether or not there is supporting evidence to show that the purposes have been achieved.
7. Special rating sheets are being developed which will be used with the present students when they become student teachers and later when they become teachers in the field in order to compare their successes and failures with those of persons who took the traditional courses.

Although one cannot be certain at this writing, it is believed that the students of the Human Growth and Development course have meaningful knowledge not possessed by students from the traditional courses. It is also thought that the experiences gained through the exploratory course will greatly assist these students in becoming capable teachers of children.

## Communications . . .

(Continued from page 127)

have here and there contained qualified evaluative statements, it is true that no systematic evaluation, comparative with other courses or absolute, has been attempted by the committee during the present year. Since the Communication Course, when compared to other courses in language arts for Freshmen, must stand or fall as a whole, there has not yet been an opportunity to evaluate it properly. This was the year in which the best possible offering was created; if a formal attempt to evaluate the course either comparatively or absolutely is desired the attempt will have to be made in the coming year. The members of the committee have not



worked in a vacuum, however. They have used their best combined professional judgments to make a sound offering to serve the Indiana State Teachers College freshmen and perhaps it can be said here in connection with evaluation, better than elsewhere, that while it has not been entirely unaware of what is being done elsewhere, the committee has not modeled its communication program upon that in any other institution, but has worked critically and as originally as possible in the local situation.

One tangible piece of evaluative evidence might be that near-terminal enrollment in the communication course is eighty-five. It is not likely that this will fall lower, since at the present writing the Spring Quarter is well on its way. Of the fifteen who dropped communications, only one dropped because he "couldn't understand it" and thought he would be better off to take the separate Speech and English courses. Two students were dropped because, in spite of high school records to the seeming contrary, they were not well enough prepared to do language arts work at the regular college level. Of the twelve remaining, eleven left school. The reasons for leaving were not always known, but the communications course was not found among the known reasons. The twelfth student decided to leave college at the end of one year and was advised to take a certain course in practical commercial work rather than continue in communication for the last quarter.

### PRODUCTS

Although there is by way of end product no impressive statistical table, there is one solid monument to the committee's endeavors. It is a day by day syllabus of assignments and activities for the next presentation of the course. While some changes and certain refinements are needed in the syllabus, the committee is satisfied that the document represents a considerable victory as a close to a year of vigorous campaigning against the

old enemy of ignorance and ineptitude.

A less tangible product is the influence upon each member of the committee. Everyone is sure that he has improved and enlarged himself as a teacher. New ways of working have been learned and new reasons for working have been uncovered. That the English teachers have learned a great deal about the teaching of Speech, and Speech teachers a great deal about the teaching of English is only a gross manifestation of the professional expansion of the committee members, who feel that there has been much growth in competence that is more subtle but equally valuable.

### PLANS FOR NEXT YEAR

In the year 1950-51, the present committee will continue to function and again a hundred freshmen divided into four classes, one class for each committee member, will be offered the communication course. The main task of the committee as we now see it, will be to modify and improve the present syllabus. By the Spring of 1951 there will be a syllabus for instructors and a parallel syllabus for students. Each student will purchase a copy of the student syllabus and it should serve as a valuable guide to help him see quite clearly at all times the relevance of the particular assignments and activities of the course.

Some changes in the present course are contemplated. It is possible that the communication course may attempt to induce the individual students to select some limited field of knowledge or some fairly broad topic for their year-long study as a unifying experience. For his free reading in such a field or upon such a topic the student would tend to become an authority among his fellows upon that subject. Much of the material for the individual student's specific writing and public speaking assignments the student could find among his readings upon this subject which he is pursuing throughout the year.

Somewhat more literary study is being considered. One way of introducing more literature without increasing unduly the in-class time allotment for it would be to require the reading of a single, specific novel or a play. The value of this procedure would in part lie in the class' and instructor's having two sizable literary works in common for purposes of references and examples. The great diversity in secondary school reading experience has created, for the teacher of college freshmen, a need to have one or two reading experiences as the common stock of all his students.

Some changes in texts may be decided upon. Since the textbook in Oral Reading is expensive and will very possibly continue to be used in the Speech Department course, Oral Interpretation of Literature (Speech 265), and since the oral interpretation aspects of the communication course are rather slight, it will probably be replaced by a less expensive anthology of prose and poetry. Dictionary study guides, which are now available free of cost with each dictionary purchased, will certainly be used in conjunction with the assignments in dictionary study.

The greatest remaining problem in improving the syllabus not concerned with the addition of new activities nor with changes of texts or tools, however, but with the more effective psychological ordering and timing of the course activities. It is a deep and little explored area wherein must lie the answer to such questions as what writing experiences have the greatest instructional value to the student in helping him to improve himself as a speaker? What speaking activities or reading activities will be most useful to improve the student as a writer? The committee realizes that it needs to come to a fuller appreciation of what intellectual and emotional elements, what personality biases tend to help speaking but hinder writing, and vice versa. It may well be fundamentally a sound educational idea to teach the

student his language art in one continuous course; the committee believes this to be the case; however, more understanding of the nature of the strengths and weaknesses in the student as a writer, speaker, reader, and listener, and of the complex interactions of these strengths and weaknesses must be obtained before the penetrating task of teaching language art can be done with the fullest reward.

In this connection as well as for other reasons the committee wishes to study more widely and more thoroughly the communication courses in other institutions. None of the committee has visited any other institutions nor have we accepted invitations to communication round table meetings or work conferences such as the one held at Columbus, Ohio, on April 14-15 in conjunction with the Central States Speech Association Conferences. There is doubtless much to be learned by visits to programs and by attendance at conferences, but the committee chose to keep its nose to the stone until it had considerable familiarity with what could be done and must be done at home.

### RECOMMENDATIONS AND SUGGESTIONS

The recommendation and suggestions which the committee feels able to make at this time are as follows:

1. It has been proposed by colleagues outside the committee that the Basic Communication Course at Indiana State Teachers College become a general language arts course to serve all Indiana State Teachers College freshmen except those who intend to specialize in English or Speech. Freshmen intending to be language art majors would follow the series of three courses as given at present. The committee does not consider that it is within its province to do more than record this suggestion and to express the attitude that it is possible that future teachers of language art in the secondary school might find that the experience of

learning their language art in a communication course would prove valuable when they came to teach.

2. There has been some question from colleagues outside the committee as to whether or not the special classes offered by the English Department to those who are drastically difficult in English composition, and by the Department of Special Education to those who have speech impediments, will be needed or not. It is the committee's view that not only will these special opportunities continue to be needed but that the number of students in such classes will be no less than at present. The communication course has to be directed chiefly to fulfill the learning requirements of the adequately prepared college freshman. Any admitted to the college who are poorly prepared in English or defective in Speech will still need the same special opportunities as they receive at present to help overcome their weaknesses.

3. It is strongly recommended by the committee that the Indiana State Teachers College Faculty, through the proper committees and other agencies, strive to bring about greater cooperation on the part of all in the teaching of language art. What is called "English" has not been learned very effectively in the past due in part to students' not having to adhere to standards of clarity, effectiveness, nor in some cases even correctness in their written and oral work outside of the department. It is the consensus of the committee that to be really effective in language arts instruction, the English and Speech teachers need the guidance of the whole faculty in setting standards of performance in language art, followed up with the vigorous cooperation of all other teachers in holding students to such standards.

4. It is the consensus of the committee that the advantage to the student of having a single teacher for the instruction in speaking, writing, and reading probably outweighs the disadvantage of not having a specialized teacher for each phase. This

obtains because of the relatively elementary level which freshmen college work represents. Many students, if the Communication Course were to be the accepted pattern for freshman language arts education at Indiana State Teachers College should, as they do now, take more advanced courses in speaking, writing, or literature from instructors who are devoted to those particular subjects. It is also a codicil to this opinion that the teachers of communication should be carefully selected from those who have manifold competence or, running short there, from those who are willing to prepare themselves more richly by in-service training.

### ACKNOWLEDGEMENT

In conclusion, the committee wishes to express its thanks to all of those who helped it in the work of the year. The Registrar and his whole office force have been most cooperative and flexible in making the selection and registration of students possible; the library, and especially the research librarian who happened to be the library staff member most in our need during the year, have been most helpful. So, too, have the various members of the Speech and English Departments and the heads of these departments, the Director of Research, and many others among our colleagues. Finally, we wish to express our appreciation for the thoroughly excellent way in which the Administration set up the committee and once having set it up, continued to help it to do its work. It has been the committee's ideal to perform its task in consonance with the excellence of the opportunity afforded.

### Roll . . .

(Continued from page 129)

learn who Matthew Arnold was and why he was not popular as a lecturer in America. He will discover that there was such a person as W. T. Harris and Josiah Royce—that the parents of Josiah Royce were forty-



miners who went to California in a covered wagon, that the son became a member of the famous Harvard group of philosophers during the Golden Age in the Harvard Yard; that Royce was a colleague of William James at Harvard and of Santayana and George Herbert Palmer—that Palmer became the husband of Alice Freeman, president of Wellesley, and after her death wrote one of the most beautiful biographies in the English language of her. Multiply these examples by a thousand, and one can see how rich and varied a course in American Humanities can become.

An effort has been made to instill in the minds of the student higher standards of value and an appreciation of the best things—the best in art, in music, in literature, and the highest thinking in the realm of philosophy. Of what value is education if it does not teach people to be more discriminating. Otherwise, it becomes merely “sounding brass” and a “tinkling cymbal.”

There is no place in a democracy such as ours for an aristocracy of wealth or position, but there is a place for the aristocracy of the mind, the intellect. This is precisely what Thomas Jefferson advocated. The chief hope for the continuance of our democracy rests upon the ability to make the aristocracy of the mind more general. The trend in America, due to our extreme commercialization, sometimes seems to be in the opposite direction, toward the lowering of standards, the leveling down. Some of the main influences which are at work in shaping character in this country, such as the newspapers, the radio, the movies, and advertising, are definitely pointed with rare exceptions, toward keeping people immature in their responses. There is greater profit to be had in keeping people from really growing up.<sup>2</sup> It should be the function of the college to put forth its utmost endeavor to

<sup>2</sup>H. A. Overstreet, *The Mature Mind* (New York, 1949) ch. Nine.

counteract this tendency, to do everything possible to help young people to really grow into maturity culturally.

The late Dr. Max Farrand, Director of Research at the Huntington Library, chose for the title of his presidential address delivered before the American Historical Association in New York in 1940, “The Quality of Distinction.” Calling attention to the danger that threatens us, he declared that our “salvation lies not in the acceptance and encouragement of mediocrity but in the maintenance and improvement of quality.” In a lecture on “Numbers” in the same city in the early eighties, Matthew Arnold directed attention to the same thing. What he found lacking in America was this quality of distinction or elevation. Paraphrasing the language of St. Paul in his letter to the Philippians, Arnold asserted that if the American democracy fails to follow this advice it is doomed to perish. These words, familiar to everyone, might well be the text of our course in American Humanities. “Whatsoever things are true, whatsoever things are elevated, whatsoever things are pure, whatsoever things are amiable, whatsoever things are of good report; if there be any virtue, if there be any praise, have these things in your mind, let your thoughts run upon these.”

## Book Reviews

*Helping Handicapped Children in School* by Edward W. Dolch. Campaign, Illinois. The Garrard Press. 1948. Pp. 549 VII.

This is a timely book by Dr. Dolch whose long all round experience of the handicapped child enables him to speak with practical knowledge of the problems confronting the non-specialist teacher who has to bear with and attempt to help the atypical child or two who for want of adequate help must remain in an ordinary school situation.

Dr. Dolch suggests that this book may also be helpful to the parents of handicapped children and it is perhaps because of this angle of approach that the style and vocabulary have been limited and simplified to a degree.

The book is a survey of the main classes of handicapped children, of whom ten groups are dealt with, the Hearing Handicapped, The Visually Handicapped, the Speech Handicapped, Crippled Children, the Slow Learner, the Mentally Handicapped, the Emotionally Handicapped, the Gifted as Handicapped and the Educationally Handicapped.

The author here departs rather from the usual meaning of “Handicapped” in including the Gifted and the Educationally Retarded, along with the usual classes of the physically or mentally deviate children who need special help because of internal factors. However, he makes his points by showing that in both of these classes children are handicapped by the school system which does not make provisions for their individual differences from the usual norm or the theoretical “Average Child”.

Dr. Dolch has done a service to the handicapped child by his insistence on individual differences and reminders that there are up to 20 per cent of handicapped children in our school systems, who if properly dealt with, will, instead of costing the community large sums in relief and institutionalisation, become assets to the population amongst which they live.

The text deals in a succinct manner with all the handicaps listed and gives simple and adequate directions to the non specialist so that help may be given in some measure in a regular school situation.

The bibliography of this book is rather scanty and seems more aimed at the parent than the teacher, and there are occasional misprints which like “Saving” for “saying” on p. 107, and “Lights” for “eyes” on p. 59, will make the authors meaning rather hard to follow.

The book is well indexed and can



be recommended to all undergraduate students of education and to all teachers, principals and superintendents especially those in areas where specialized help for the handicapped is not yet available.

No student of Special Education should miss this book.

*Edward T. Jordan*

*Psychology* by T. L. Engle, Yonkers-on-Hudson, New York, World Book Company, 1950, Pp. 628.

*Psychology* by T. L. Engle is the 1950 revision of a previous text and is intended for high school students as well as college students who do not plan further work in psychology.

The book has the typical subject matter of general psychology texts—the meaning of psychology, personality, intelligence, abnormal patterns of behavior, heredity, the nervous system, glands, emotions, senses, perception, and learning, in the order given. The last six chapters, however, are more largely concerned with personal interests, having to do with the growth of friendship and love, popularity and leadership, mental hygiene, psychology applied to problems of society, vocational efficiency, and marriage and the family.

A high school senior, who was asked to read the book, reported that he found it "interesting and not too technical." The teacher who reads it would agree that the material is clearly presented, that the wording and sentence structure are simple, and that the examples given are pertinent and of everyday life. He would approve of the fact that words which might be difficult to pronounce have the pronunciation given in a paren-

thesis following the word itself.

One would question the use of this text for college students however. In the first place, an examination of several important topics shows such a brief treatment as to be inadequate in the information a college class would need. Thus psychoanalysis is given less than two pages, the general subject of emotions less than twelve (with five of these on the lie detector), motivation is mentioned only in two reference to motivation and work, the Terman-Binet test receives nine lines.

In the second place, the continued simplicity of sentence form and language would make the book too lacking in stimulation and challenge for many college students. An excerpt (page 127) will illustrate this as well as show the appeal the book might have for younger students:

**"CAN A MORON LIVE AS A SELF-SUPPORTING CITIZEN?"**

Many morons in our schools for the feeble-minded can be trained so that they are able to return to their home communities and take their places in society as self-supporting citizens. Of course, they can never become professional people or business leaders. They can, however, earn their livings as domestic servants, farm hands (not farmers), day laborers, routine factory hands, and so on.

"Unfortunately, citizens of the community do not always give the feeble-minded individual a fair chance to make good. A case in point is that of a young man. A school for the feeble-minded had trained him to work on a farm. Then the school found a farmer who needed someone to help with the chores and do other jobs around the

farm. The young man was furloughed and went to live with and work for the farmer.

"All went well for a while. His work was satisfactory, and he was happy. Sometimes on Saturday afternoons he went to a small nearby town for a little recreation. In time, people in the town learned that he had been in a school for the feeble-minded. Some of the town loafers (probably not too far above morons themselves) began to tease him and call him such names as "dummy" and "fool." The young man resented this treatment, and no one can blame him for retaliating a bit. However, the resulting minor disturbance was blamed entirely on him and he was sent back to the school for the feeble-minded. The farmer lost a good hand; the young man lost his pleasant non-institutional life. The citizens of the state lost money, for they had to pay taxes to keep the young man in the institution.

"You should question the motives of those who tease feeble-minded or dull individuals. Probably those who do the teasing feel inferior in their own accomplishments. It gives them a certain amount of satisfaction to find someone who is even 'dumber' than they are. They enjoy a temporary feeling of superiority when they mock and torment a moron."

The format of the book is pleasing. The study helps at the end of the chapters seem to be genuinely helpful and include questions for review, a vocabulary list, suggestions for activities, and suggestions for further reading.

—Margaret Malm  
Professor of Education

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